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ABSTRACT

The annotated bibliography on Severely and Multiply Handicapped--Program Descriptions/Operant Conditioning contains approximately 140 abstracts and associated indexing information for documents or journal articles published from 1967 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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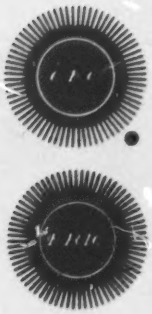

SEVERELY AND MULTIPLY HANDICAPPED—PROGRAM DESCRIPTIONS/OPERANT CONDITIONING

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 614

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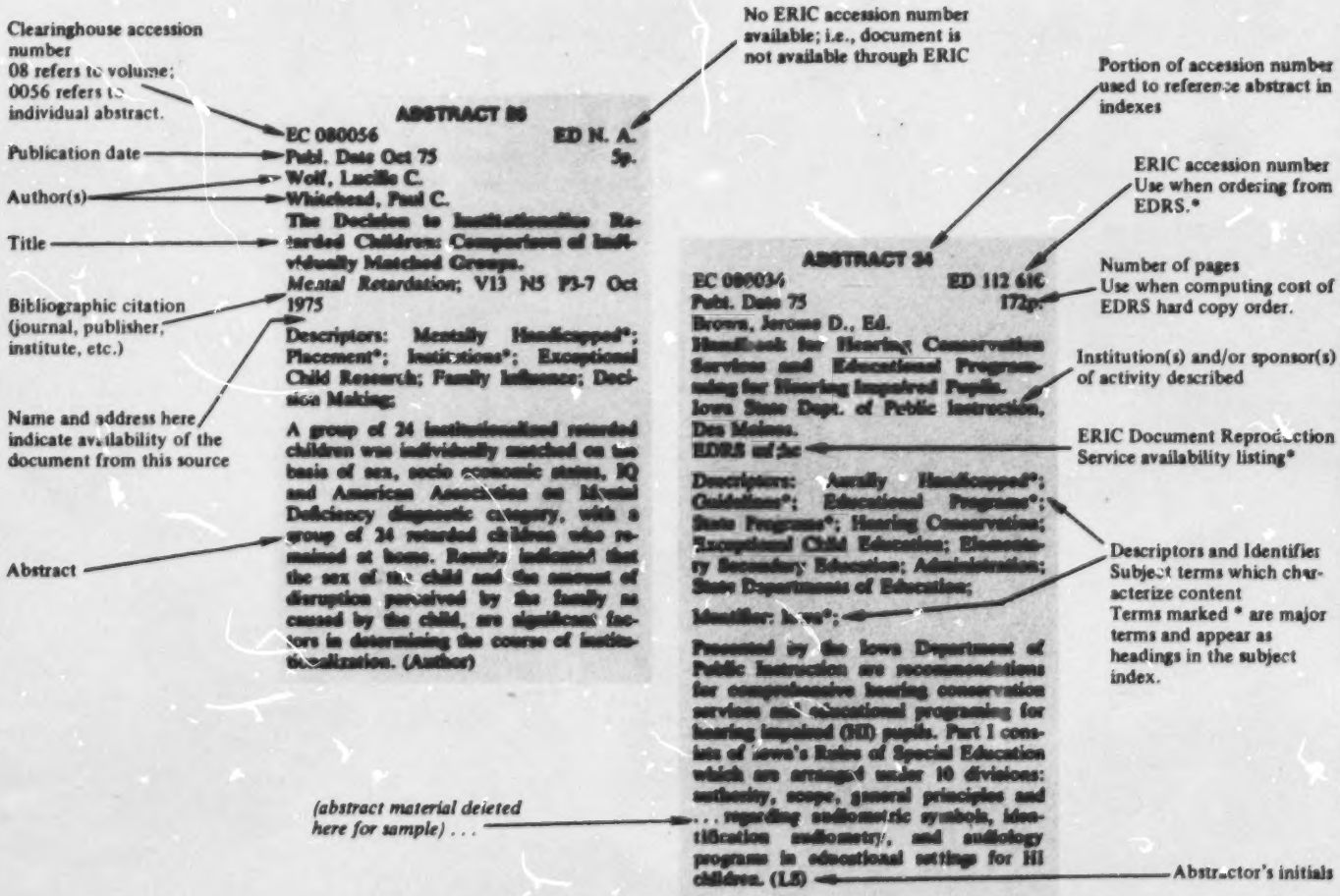
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ABSTRACT 86
EC 080056
ED N. A.
Publ. Date Oct 75
5p.
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 24
EC 080034
ED 112 616
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifiers: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 3572

EC 006 155 ED 042 305
Publ. Date 69 113p.
Rhodes, Leanne And Others

A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.
California State Department Of Mental Hygiene, Sacramento, Bureau Of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)

ABSTRACT 359

EC 03 0359 ED N.A.
Publ. Date 69 107p.
Zaetz, Jay L.
Occupational Activities Training Manual for Severely Retarded Adults.
EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.25).

Descriptors: trainable mentally handicapped; prevocational education; job training; adults; vocational rehabilitation; manuals; mentally handicapped

Described is an Occupational Activities Training Program, designed to develop prevocational skills of severely mentally handicapped adults. The program procedures are explained and case histories of students in the program presented. Various types of occupational activities (preskills) to assist the severely retarded adult in preparing for limited employment in a sheltered workshop are described. Photographs of tools and materials used accompany the text. Assemblies of the Occupational Activities Workshop are detailed (materials needed, procedure, and common errors). (KW)

ABSTRACT 1468

EC 03 1468 ED 046 203
Publ. Date 70 29p.
Bialac, Verda, Comp.
The Severely and Profoundly Retarded: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; custodial mentally handicapped; bibliographies; mongolism; services; educational programs; training techniques; institutions; residential care; child care; child development

The bibliography lists references to literature on the profoundly and severely mentally retarded as an aid for people working with this level of retardate. Medical literature is not included. Citations are listed under one of the 15 following categories: broad aspects, community programs, conditioning, education, institutional services and residential hall programs, language and speech and hearing, mental processes and psychodiagnostics, parents and family, physical development, planning and legislation, professional services, recreation, self-help and practical skills, social and emotional development, and vocational habilitation and rehabilitation. (KW)

ABSTRACT 1709

EC 03 1709 ED N.A.
Publ. Date Jan 71 12p.
Baker, Bruce L.; Ward, Michael H.
Reinforcement Therapy for Behavior Problems in Severely Retarded Children.
EDRS not available
American Journal Of Orthopsychiatry; V41 N1 P124-35 Jan 1971

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; behavior problems; reinforcement; milieu therapy; mentally handicapped

Six severely retarded children (IQ below 25) were treated in a small home-like living unit. The project emphasized the total milieu use of reinforcement techniques by regular attendants trained as therapists, and the behavioral measurement of both target children and matched ward controls. Treatment was generally effective, with less success obtained for retarded children who also presented psychotic behavior. (Author)

ABSTRACT 2869

EC 03 2869 ED N.A.
Publ. Date May 71 5p.
Auxter, David

Motor Skill Development in the Profoundly Retarded.
EDRS not available
Training School Bulletin; V68 N1 P5-9 May 1971

Descriptors: exceptional child education; custodial mentally handicapped; motor development; program descriptions; mentally handicapped

Described is a Gross Motor Development Program implemented with a group of 12 profoundly retarded nonambulatory persons between the ages of 12 and 30 years and with mental ages of between 6 and 18 months, for the purpose of enabling them to more adequately cope with their physical environment. Goals of the program were to increase range of motion in contracted joints, develop extensor muscle groups which resist gravitational forces, provide for quantities of proprioceptive stimulation through movement, and develop integrative function of joints for purposive movement. Candy, social approval, and aversive consequences were used to motivate and elicit responses. In all cases, gains were made in at least one aspect of the program. It was concluded that, with the specification of objectives toward which a staff could work, the profoundly mentally retarded can benefit from a directive purposive motor development program and improve motor function. (Author/KW)

ABSTRACT 279

EC 04 0279 ED N.A.
Publ. Date 71 6p.
Waylett, Janet; Barber, Lois
Upper Extremity Bracing of the Severely Athetoid Mental Retardate.
EDRS not available
American Journal of Occupational Therapy; V25 N8 P402-7 Nov-Dec 1971

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; cerebral palsy; institutionalized (persons); prostheses; physical therapy; muscular strength; self care skills; program descriptions

The major content of the paper is the description of an upper extremity bracing program begun at Pacific State Hospital, California, in October 1968 under the direction of Janet Waylett, O.T.R. The aim of the bracing program is to attempt, through bracing, to improve the upper extremity control of severely athetoid, mentally retarded children in an institutional setting. Functional goals of the bracing program are partial self-feeding and possibly limited communication (communication board, typewriter). Close assessment of the continually developing bracing techniques at Rancho Los Amigos Hospital suggests that upper extremity bracing of the cerebral palsied, athetoid children can succeed with patients at Pacific State Hospital. (Author)

ABSTRACT 965

EC 05 0965 ED 072 575
Publ. Date Jan 72 122p.
Starkovich, Paul

Two-Year Study of Northwest Regional Center's Summer Sessions for Preschool, Rubella, Deaf-Blind Children.
Northwest Regional Center for Deaf-/Blind Children, Vancouver, Washington
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; deaf blind; preschool evaluation; evaluation; program descriptions; summer programs; preschool children; rubella

The report describes the Summer Sessions for Preschool, Rubella, Deaf-Blind Children conducted in 1970 and 1971 by the Northwest Regional Center for Deaf-Blind Children in Vancouver, Washington. The summer programs were primarily designed to evaluate preschool deaf-blind children in a learning and living situation. The report is intended not only to describe the short-term evaluative programs, but also to show how a coordinated program may be organized, administered, and evaluated. Described are program objectives and the learning station concept upon which the program was based. The calendar of events for the 1971 program is included. Detailed are the methods of description and evaluation utilized as well as the process of forming recommendations for the children. Outlined are the objectives and procedures of the five learning stations (specialized areas of training and evaluation), which focused on communication skills, experience training, self help skills, physical development, and social skills. Briefly described are the residential station and medical diagnostic and evaluative services. Recommendations deal with program extensions and improved descriptive and assessment techniques. (KW)

ABSTRACT 1029

EC 05 1029 ED 072 580
Publ. Date Jun 72 358p.
Brown, Lou, Ed.; Sontag, Ed, Ed.
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. Part II.
Madison Public Schools, Wisconsin Department of Specialized Educational Services
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; emotionally disturbed; academic achievement; mentally handicapped; educational programs; program development; public schools; program description; home economics; vocational education; Daily Living Skills

Collected are 31 articles on public school educational activities for the trainable mentally handicapped or the severely emotionally disturbed student in the areas of academic skills, home living skills, and prevocational training. Most of the papers are said to have been written by classroom teachers. Three articles present an overview which includes a discussion of behavioristic task analysis. Fourteen articles consider techniques of teaching academic skills and include skills such as basic spelling, reading a menu, time telling, and arithmetic computation. The teaching of home living skills is examined in eight articles and includes skills such as using a kitchen stove, preparing toast, using a cooking oven, and reading a basic grocery list. The final section, consisting of six papers, on prevocational training, considers topics such as the use of fund raising materials to teach prevocational skills to retarded students and the teaching of retarded students to package golf tees in the absence of customary production supports. (DB)

ABSTRACT 1466

EC 05 1466 ED 074 665
Publ. Date 30 Jun 72 85p.
Rusalem, Herbert; Richterman, Harold
Multi-Handicapped Blind Persons Can Work.
National Industries for the Blind, New York
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc
OEG-14-P-55047/2-03

Descriptors: exceptional child education; multiply handicapped; blind; demonstration projects; sheltered workshops; visually handicapped; young adults; handicapped; vocational rehabilitation

The demonstration project assessed an innovative approach to the provision of remunerative work for evaluation, training, and employment purposes in sheltered workshops for 291 blind individuals who also were limited by vocationally significant intellectual, physical, emotional, and/or social disabilities. The multiply handicapped subgroup of the blind population, constituting a growing proportion of the workshop caseload, was seen to require work tasks that have special attributes that are in keeping with their multiple limitations. The project demonstrated that specially designed screening, product development, engineering, and rehabilitation techniques help the multiply handicapped blind to put out salable products. The outstanding conclusion was that, assisted by product development and related activities, workshops are able to serve growing proportions of multi-handicapped blind persons with unprecedented effectiveness. As a result of the demonstration, National Industries for the Blind (NIB) incorporated the experimental procedures into its ongoing service to NIB-associated workshops and is planning to extend the procedures beyond the government-purchase area into the private industry sector. (Author)

ABSTRACT 1503

EC 05 1503 ED 074 666
Publ. Date Apr 73 6p.
Rice, B. Douglas; Milligan, Tim
A Structured Approach to Independent Living Training for Young, Multiply Handicapped, Deaf Adults.
Journal of Rehabilitation of the Deaf; V6 N4 P38-43 Apr 73

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; deaf; adolescents; young adults; program descriptions; rehabilitation programs; personal adjustment; Daily Living Skills

Described is a project to provide a structured rehabilitation approach to independent living and personal adjustment training for young, multiply handicapped, deaf adults. Admission criteria include a minimum age of 16 years, non-functional hearing, and low reading achievement. Personal adjustment training includes instruction in communication skills, academic subjects, hygiene, grooming, and interpersonal relationships. A client in the independent living curriculum would typically be evaluated by the Project staff, be scheduled for about 15 hours of classroom instruction in personal adjustment as well as vocational training, be assisted financially and practically in the selection and setting up of housekeeping in an apartment, be aided by staff visits during the early stages of independent living, and participate in a periodic seminar of clients on independent living. Conditions for termination of a client's involvement with the program include successful completion of the program or referral to other facilities. (DB)

ABSTRACT 1743

EC 05 1743 ED N.A.
Publ. Date May 73 3p.
Marx, Marion
Integrating Physical Therapy into a Cerebral Palsy Early Education Program.
EDRS not available
Physical Therapy; V53 N5 P512-14 May 1973

Descriptors: exceptional child services; physically handicapped; cerebral palsy; early childhood education; physical therapy; interdisciplinary approach; class activities; perceptual development

Physical therapy can be integrated into an early education program for cerebral palsied 3- to 6-year-old children. The physical therapist may recommend to the teacher ways to position children, stimulate movement, and make full use of braces and crutches. Self care skills including toileting, dressing, and independent drinking can be naturally taught by cooperation between teacher and therapist. Perceptual training by means of gross motor activities might include activities such as crawling between two ropes (figure-ground perception), playing mirror games (body awareness), running obstacle courses (position in space), and establishing rules of the road for tricycles (motor planning skills). (DB)

ABSTRACT 1881

EC 05 1881 ED 077 159
Publ. Date Jun 72 72p.
Blea, William A., Ed.
Proceedings of the Special Study Institute for Teachers of Deaf-Blind Multihandicapped.
Southwestern Region Deaf-Blind Center, Sacramento, California
Bureau of Education for the Handicapped (DHEW), Washington, D. C.
EDRS mf,hc

Reprint From Proceedings of the Special Study Institute for Teachers of Deaf-Blind Multihandicapped (June 20-22, 1972, Santa Barbara, California).

Descriptors: exceptional child education; multiply handicapped; conference reports; deaf blind; services; institutes; teachers; interdisciplinary approach; media technology; curriculum guides; mentally handicapped; custodial mentally handicapped; child development centers; medical research; tape recorders; computers; hearing loss; screening tests; infants

Three presentations described the relation of media implosion to delivery of educational services to deaf-blind multihandicapped children, a curriculum for profoundly retarded children in development centers, and a device for screening hearing to electronically imploded knowledge, and cited such solutions as interdisciplinary approach to delivery services. Charles Lynd identified communications problems created by reprinted electronically imploded knowledge and cited such solutions as data banks and use of new media. The curriculum presented by Charles Koontz for profoundly retarded children in centers for handicapped minors included task criteria: 359 tasks arranged in 22 progressive levels (the number of levels are given in parentheses) for gross motor (five), fine motor (five), social (six), and language (six) development, and an activity and a progress cared for teacher recording of behaviors and for planning. Philip Peltzman offered a prototype system for detecting hearing loss which utilized a converter with a miniature commerical cassette recorder, whereby the child's electroencephalogram and clinical data could be recorded by an untrained person and sent from the high risk nursery to a data reduction center for quick diagnosis. (MC)

ABSTRACT 1954

EC 05 1954 ED N.A.
Publ. Date Mar 73 3p.
Varty, Edna
What About the Integrated Child?
Special Education; V62 N1 P24-6 Mar 73

Descriptors: exceptional child education; multiply handicapped; physically handicapped; neurologically handicapped; program descriptions; interdisciplinary approach; parent school relationship; residential schools; staff role

Described is a program which stresses close cooperation among staff members at a special school for the multiply handicapped in order to provide an integrated program for the handicapped child. The program is reported to be based on conductive education as taught at the Institute for the Motor Disabled in Budapest. All staff members are said to attend weekly meetings at which all aspects of the childrens' problems are discussed. A small number of staff members work with the same children throughout the day. An innovation in the class schedule is the daily best walking time during which time special stress is put on walking for the physically handicapped. Parents are encouraged to visit the school for extensive periods and to continue the program during the child's 12 weeks at home each year. (DB)

ABSTRACT 1985

EC 05 1985 ED N.A
Publ. Date Jun 73 5p.
Colwell, Cecil N. and Others
Evaluation of Self-Help Habit Training of the Profoundly Retarded.
Mental Retardation; V11 N3 P14-8 Jun 73

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; program effectiveness; self care skills; habit formation; training techniques; residential programs; prediction

The training program at Columbia State School, Louisiana, a new short-term residential facility for intensive self-help training for the severely and profoundly retarded (CA, 4 to 16 years), was investigated. The first 47 children admitted made significant and substantial gains in dressing, feeding, toileting, and mental age (average stay, 7.1 months). Preliminary data regarding the prediction of the extent to which certain children will benefit from self-help habit training was also presented. (Author/DB)

ABSTRACT 2065

EC 05 2065 ED N.A.
Publ. Date May 73 4p.
Tremble, Judith T.; Campbell, Lawrence F.
A Diversified Cooperative Work-Experience Program for Blind and Multiply Handicapped Blind Students.
New Outlook for the Blind; V67 N5 P216-19 May 73

Descriptors: exceptional child education; visually handicapped; blind; multiply handicapped; secondary school students; vocational education; work study programs; program descriptions

A federally-funded program in Connecticut provides both individualized classroom preparation for the world of work and carefully selected placements in part-time jobs on and off campus for blind and multiply handicapped secondary students. The curriculum includes academic subjects, work skills development, training in speciality areas, and on-the-job services during the work experience phase. Both training and placement activities are carried out in cooperation with community-based and state-operated programs. (Author/DB)

ABSTRACT 2100

EC 05 2100 ED N.A.
Publ. Date Sum 73 4p.
Berkan, Bill
Boarding Homes for Deaf/Blind Children.
EDRS not available
Bureau Memorandum; V14 N4 P27-30 Sum 1973

Descriptors: exceptional child services; multiply handicapped; deaf blind; boarding homes; pilot programs; parent role; program descriptions; psychological needs

A 3 week pilot boarding house project involved three deaf/blind children 5-years-old, boarding house parents who were professionals in child development, education, and welfare, and the natural parents. The children exhibited at least three each of 18 specific beahviors in their new environment which would be considered abnormal in nonhandicapped children, (such as withholding feces, rocking, staring into sun, or showing off). The behaviors were categorized as primitive responses to the child's internal environment, self-stimulatory behavior, exploration of external environment, and attempts to control external environment. The boarding house parents, their children, and the boarding children adapted well together; the boarding house parents treated the handicapped children as normal, and disciplined them with spankings (children understood, and returned for cuddling). Good relations existed between natural and boarding house parents, who exchanged information. School home relations indicated need for frequent school support to parents and information exchange. Recommended were extension of the program to a full year (with weekend respites), inclusion of natural parents in the program, and program placement discontinuance at any sign of an emotional problem in a participating individual. (MC)

ABSTRACT 2320

EC 05 2320 ED 079 906
Publ. Date 30 Jun 72 134p.
Jones, Lloyd
Multihandicapped Blind.
Garden Grove Unified School District, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; elementary school children; special classes; program descriptions; visually handicapped; school districts; educational objectives; parent attitudes; inservice teacher education; case studies (education); Title III; (Garden Grove) California

The final report of the Garden Grove unified school district project for 1969 through 1972 (funded through Title III) involving six multiply handicapped, legally blind children, 7- to 10-years-old, who were previously excluded from special education (SE) classes is presented. Described as the main procedural objective is development of a self-contained classroom situation with low pupil-teacher ratio in a public school for children whose handicaps limit integration. Other objectives cited involve individual programs in physical education and mobility instruction, parental attitudinal changes toward their children's handicaps, teacher training and observation programs, and regular historical background, program scope, personnel, activities or services (in such areas as instructional materials used, budgetary

considerations (average pupil cost is listed as $1,453 for the 3 year period), and parent involvement (four teacher conferences yearly, and parent meetings). Suggested are steps for adapting a program for multihandicapped children. Given for each child are case histories, (with reports from the nurse, speech therapist, teacher, and psychologist) evaluation data concerning improvements, test results, and parent attitude assessment. Reported also are student volunteer activities and evaluations. The project is said to have met all objectives and will be locally funded the next year. (MC)

ABSTRACT 2427

EC 05 2427 ED N.A.
Publ. Date Aug 73 8p.
Naiman, Doris and Others
New Vistas for Emotionally Disturbed Deaf Children.
American Annals of the Deaf; V118 N4 P480-7 Aug 73

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; deaf; childhood; adolescents; emotionally disturbed; special classes; program descriptions; demonstration projects; diagnostic teaching

Nine emotionally disturbed deaf children (aged 10 to 16 years) were served by a day class which had as its main objective the successful return of each child to a regular class for deaf children. The emphasis was on social and emotional growth. Each child's case history, including psychological, medical, audiological, and educational reports, was studied carefully, and the child was observed in class by the teacher, psychologist, and consultants. An educational plan was then made for each child which included identification of behaviors that needed modifying, short term goals, suggested activites for meeting goals, and necessary materials. Parent involvement was sought from the outset. The most important conclusion from the pilot program is that children with a long history of failure can be helped. (Author/DB)

ABSTRACT 2618

EC 05 2618 ED N.A.
Publ. Date 73 389p.
Norris, Arthur G., Ed.
Deafness Annual 1973, Volume III.
EDRS not available
Professional Rehabilitation Workers With the Adult Deaf, Inc., 814 Thayer Avenue, Silver Spring, Maryland 20910.

Descriptors: exceptional child education; exceptional child research; aurally handicapped; deaf; multiply handicapped; deaf blind; rehabilitation; counseling; program descriptions; federal aid; grants; government role; program proposals; research proposals

Presented are 21 papers on deafness and summaries of federal government programs for deaf children and adults. Considered in the papers are the following topics: the multiply disabled deaf, behavioral rehabilitation of the deaf-blind, current services for the deaf-blind, the needs of the deaf-blind, mental retardation and hearing impairment, professional preparation of rehabilitation workers, language and communication, conflicts of rehabilitation counselors, vocational education, families and deafness, social services, psychiatry and the deaf, counseling, the counselor in a technical vocational program for deaf students, post secondary education of the deaf, the national census, ethnic minorities, aging and deafness, prevention of hearing impairment in children, the audiologist's role, and counseling and placement at Gallaudet College. Summarized are programs under the Department of Health, Education, and Welfare including the Rehabilitation Services Administration, the Deafness Research and Training Center, programs for the deaf-blind, and the international program. Under the U.S. Office of Education, programs are listed for the Bureau of Education for the Handicapped, Media Services and Captioned Films Branch, and Maternal and Child Health Service. Also noted are programs under the National Institute of Education and units of the Public Health Service such as the National Institute of Neurological Diseases and Stroke and the National Center for Health Statistics. Also mentioned are other grant activities in the area of deafness under the Deafness Research Foundation and the Army Audiology and Speech Center. Usually given for programs or research projects are grant number, duration, monetary amount, project director, and a description. (DB)

ABSTRACT 2643

EC 05 2643 ED N.A.
Publ. Date Jun 73 12p.
Sinson, Janice C.
Assessment and Social Education of Severely Subnormal Children in a Pre-School Unit.
EDRS not available
British Journal of Mental Subnormality; V16, 1 N36 P21-32 Jun 1973

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; early childhood; intervention; program descriptions; evaluation; England

Described is the 5 day per week program in Mencap House (Leeds, England) for 30 severely mentally handicapped children, 2 1/2 to 6 years of age. The program is said to be based on the premise that a preschool child functioning at the level of an infant must be given stimulation and education over a 1 to 3 year period before assessment on subtests of the Stanford-Binet scale. Discussed are services of the professional and volunteer staff, a consulting psychologist, physiotherapist, and a teacher for the deaf, the program which emphasizes normality, reinforcement techniques, and no punishment, assessment, and gains in social competence. It is reported that the children learn only tasks easily simplified or made pleasurable, that little success has been achieved in toilet training, and that Mencap children who later attend schools for the mentally handicapped know how to cope and enjoy experiences offered. (MC)

ABSTRACT 24

EC 06 0024 ED N.A.
Publ. Date Oct 73 9p.
Vockell, Karen; And Others
Language for Mentally Retarded Deaf Children: Project LIFE.
EDRS not available
Volta Review; V75 N7 Oct 1973

Descriptors: exceptional child research; multiply handicapped; deaf; educable mentally handicapped; childhood; curriculum evaluation; instructional materials; language instruction; Project Life

Evaluated was the effectiveness of Project LIFE (Language Improvement to Facilitate Education) materials with two groups of 25 mildly retarded, severely and profoundly hearing impaired children between the ages of 8 and 12 years. The program, arranged hierarchically so that each student can proceed at his own rate, is divided into three units: perceptual training, thinking activities, and programed language. Both groups took the pretest and then completed the perceptual training unit; one group also completed the thinking activities unit. On the posttest, both groups showed improvement in performing skills requiring perceptual and thinking efficiency in the Project LIFE program. (DB)

ABSTRACT 31

EC 06 0031 ED N.A.
Publ. Date Sep 73 4p.
Bentzen, Billie Louise
Transfer of Learning from School Setting to Life Style in a Habilitation Program for Multiply Handicapped Blind Persons.
EDRS not available
New Outlook for the Blind; V67 N7 Sep 1973

Descriptors: exceptional child education; multiply handicapped; blind; physically handicapped; rehabilitation programs; transfer of training; program descriptions; Daily Living Skills

Encouraged is the transfer of learning from the school setting to life style in a habilitation program for multiply handicapped blind adolescents and young adults. An important step in an effective transference is the careful assessment of a student's capabilities for independence. Based on this assessment, the student works under the guidance of a habilitation specialist to develop specific skills and concepts. The student is encouraged and is given frequent opportunity to apply what he has learned in actual life situations. His communications, mobility, and practical arithmetic skills are used when the student, with the specialist's help, does his own banking, shops for his personal needs, and holds a part-time job. In this way, when the student leaves the teaching situation he is already familiar with the demands of a daily life situation. (Author/DB)

ABSTRACT 425

EC 06 0425 ED N.A.
Publ. Date Sep 73 3p.
Loring, James

Twenty One Years in Education.
Special Education; V62 N3 P31-3 Sep 1973

Descriptors: exceptional child education; cerebral palsy; special schools; organizations (groups); educational needs; physically handicapped; educational trends; Great Britain

Reviewed is the 21-year history of the Spastics Society in Great Britain which provides education and care for severely handicapped cerebral palsied (CP) children through 60 of 140 local units. Noted is the establishment of 28 day schools and seven boarding schools for children. The severity of handicapping conditions served is indicated by statistics on incidence of multiple handicaps (such as visual defect, epilepsy, or hearing loss) in boarding school students. It is explained that the society needs to make policy decisions regarding balance among severity of handicapping conditions, integration into the local school system, and professional education. Recommended for future emphases in treatment and education are overcoming communication barriers of the CP child, improving the CP child's physical functioning by early and intensive therapy, and the integration of teaching and therapy programs. (DB)

ABSTRACT 741

EC 06 0741 ED N.A.
Publ. Date Oct-Nov 7 5p.
Bunch, Gary
Canadian Services for Multiply Handicapped Deaf Children.
EDRS not available
Canadian Teacher of the Deaf; V2 N4 P27-31 Oct-Nov 1973.

Descriptors: exceptional child research; multiply handicapped; deaf blind; surveys; residential schools; enrollment trends; special education teachers; teacher education; universities; Canada

Surveyed were all Canadian provincial residential schools for deaf children to ascertain information on educational programs for multiply handicapped children. Responses from all but three schools indicated that 2,232 children, 5 to 21 years of age, were enrolled; that 23% of the children had a major handicap in addition to deafness; that majority handicaps were retardation (9%) and emotional disturbance (5%); and that teachers were not trained to handle the children. The survey indicated need for course offerings on the multiply handicapped child in teacher training centers and university special education departments. (MC)

ABSTRACT 745

EC 06 0745 ED N.A.
Publ. Date Nov-Dec 7 2p.
Scharman, Russ; Woolstenhulme, Ron
Freezurtoz: A Winter Camping Experience.
EDRS not available
Challenge; V9 N2 P1,12 Nov-Dec 1973

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; severely handicapped; recreational programs; camping; physical activities

A 6-week winter recreation program at Camp Freezurtoz for 80 moderately or severely retarded residents of the Idaho State School and Hospital involved preparations such as finding a cabin, finding warm clothes, planning for menus and equipment such as toboggans and a snowmobile, selecting participants (who had profited from summer recreation), and enjoying activities. Groups of eight females or males spent two days and a night at the camp, performed housekeeping tasks, enjoyed snow activities such as snowman building, and engaged in evening recreation such as indoor games and crafts and exciting outdoor tire-tubing down slopes. (MC)

ABSTRACT 1210

EC 06 1210 ED 087 174
Publ. Date Oct 68 3p.
Services for Children and Adults Who Have Physical or Mental Handicaps in Addtion to Visual Loss; Policy Statement.
American Foundation for the Blind, New York, N.Y.
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; visually handicapped; public policy; normalization (handicapped); community services; American Foundation for the Blind

The policy statement by the American Foundation for the Blind deals with services for children and adults who have physical or mental handicaps in addition to visual loss. Noted are difficulties in providing appropriate services to the multiply handicapped. It is stated that optimum independence should be the goal of services for the multiply handicapped; that comprehensive services should include medical, social, educational, and vocational assistance; and that schools and agencies across the country should cooperate in providing adequate diagnostic and treatment services for the multiply handicapped. (DB)

ABSTRACT 1268

EC 06 1268 ED N.A.
Publ. Date Jan 74 5p.
Best, Anthony
Deaf-Blind Children and Adolescents.
EDRS not available
New Beacon; V58 N681 P2-6 Jan 1974

Descriptors: exceptional child education; multiply handicapped; deaf blind; mentally handicapped; special schools; program descriptions; foreign countries; Great Britain

Discussed is the training program at a British residential school for 10 deaf blind children. Noted is the frequent occurence of the additional handicap of mental deficiency in children damaged by rubella. Described is a typical day's activities with emphasis on development of self care and communication (sign language) skills. Summarized is the school's admissions procedure which usually involves a 2-week assessment period at another school and observation of the child and his parents. It is said that only 70 of approximately 400 deaf blind children are receiving special training. Stressed is the importance of the school's communication with the child's parents. See EC 061 178 EC 061 269 and ec 061 559 for related articles. (DB)

ABSTRACT 1558

EC 06 1558 ED N.A.
Publ. Date Win 74 11p.
Saunders, Bruce T.
Diagnostic-Prescriptive Educational Programming in a Multi-Mod Residential Treatment Center.
Devereux Forum; V9 N1 P27-37 Win 1974

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; multiply handicapped; residential schools; residential programs; therapeutic environment; behavior change; operant conditioning; records (forms); individualized instruction; Token Economy

Described is the educational program of Waterford Country School, a residential treatment center in Connecticut for emotionally disturbed, learning disabled, and multiply handicapped childred and adolescents. It is explained that, though a variety of treatment modalities are used, behavior modification is a central program principle. Described are periodic review and planning conferences for all concerned (including the child) and educational placement based on achievement levels. The theoretical basis of the program is seen to include modification of the curriculum more than diagnosis of the child. Application of a token economy is said to encourage appropriate behavior and academic achievement. Described are the diagnostic-prescriptive profile used and calculation of the Educational Efficiency Quotient. Application of the profile and programming methods are illustrated in the case of a 9-year-old emotionally disturbed girl. (DB)

ABSTRACT 1571

EC 06 1571 ED N.A.
Publ. Date Apr 74 9p.
Burroughs, Judith R.; Powell, Frank W.
Can We Systematically Meet the Needs of All Deaf Children?
Peabody Journal of Education; V51 N3 P171-9 Apr 1974

Descriptors: exceptional child education; aurally handicapped; deaf; multiply handicapped; deaf blind; language handicapped; program descriptions; diagnostic teaching; systems analysis; curriculum; oral communication; aural learning; manual communication; Total Communication; Texas

Described is the systems approach to individualized instruction of the Callier Center for Communications Disorders (Texas) for approximately 310 deaf, deaf blind, and language delayed children, 0 to 16 years of age. Program components are said to comprise infant training (with families) to age 3, 1/2 day classes from 3 to 6 years of age, full day classes during primary level, and special school attendance with options such as integration with hearing students in elementary through senior high levels. Discussed are

assessment, diagnosis, prescriptions involving objectives and strategies, evaluation with constant feedback, communication modes (oral-aural or total communication), inservice teacher training, and behavioral management. Given are results of a study indicating that 50 6-to 8-year-old students who received the systems approach for 2 years performed significantly higher in areas such as work approach skills and independence than similar students in the traditional curriculum. (MC)

ABSTRACT 1734

EC 06 1734 ED N.A.
Publ. Date Apr 74 2p.
Bolkestein, G.
Teaching Blind Retarded Children in the Netherlands.
Phi Delta Kappan; V55 N8 P559-60 Apr 1974

Descriptors: exceptional child education; multiply handicapped; blind; mentally handicapped; rating scales; program descriptions; foreign countries; educational needs; Netherlands

Discussed are educational services provided blind retarded children in the Netherlands. Diagnosis is said to stress a multidisciplinary approach leading to a method of treatment which identifies educational needs to increase independent functioning. Because the child is likely to be highly dependent, to perceive the world as unstructured, and to be poorly oriented in space and time a rating scale has been developed which evaluates the following five 'continua: dependency/independence, structure-poor/structure-rich (orientation in space and time), contact-poor/pedagogical contact (closeness of child teacher relationship), and no willingness to learn/willingness to learn. It is explained that evaluation is followed by determination of educational objectives and the school action plan which stresses play at the beginner level, crafts and skills at the middle group level, and work at the senior level. (DB)

ABSTRACT 1921

EC 06 1921 ED 090 757
Publ. Date Jul 73 223p.
Fewell, Windell W.
Education for Multiply Handicapped Deaf Children. End of Project Report. (September 1, 1970-June 30, 1973)
Indiana School for the Deaf, Indianapolis.
Bureau of Elementary and Secondary Educati DHEW/OE), Washington, D C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; demonstration projects; program descriptions; residential programs; multiply handicapped; deaf; early childhood; childhood; special classes; Indiana; Title III

Presented is the final report of a 3-year (1970 to 1973) project, funded by Title III, to develop a model instructional and training program with 10 (five each year) 6- to 8-year-old multiply handicapped deaf children at the Indiana School for the Deaf. Described are use of a separate building at the school, experimental summer programs from 1969 through 1972, and staffing consisting of an experienced teacher of the deaf and four home supervisors providing 24-hour supervision, protection, and training assistance. Dissemination activities reported include development of four instructional materials, a television program, and visits from organizations. Evaluation of five children who did not read, write, or communicate prior to the program is given to include grade scores from 1.5 to 1.85 on a reading test, and development of gestural communication. Discussed are 16 project goals such as integrating the students into regular class activities when feasible, use of materials such as Project LIFE, and utilization of community resources. Included are psychological progress reports, plans for continuing the project, and difficulties of program implementation such as finding professionals skilled in testing multiply handicapped students. An appendix contains evaluation materials such as rating scales, dormitory reports, three tests (word recognition, language, and mathematics tests) developed to rate achievement, and student progress records in thinking activities; and a list of recipients of dissemination materials, letters to agencies, and photographs that appeared in publications. (MC)

ABSTRACT 1945

EC 06 1945 ED N.A.
Publ. Date Apr 74 11p.
Brown, Lou; York, Robert
Developing Programs for Severely Handicapped Students: Teacher Training and Classroom Instruction.
Focus on Exceptional Children; V6 N2 P1-11 Apr 1974

Descriptors: exceptional child education; handicapped children; teacher education; classification; teacher selection; practicums; performance based teacher education; behavioral objectives; behavior change; operant conditioning; instructional materials; evaluation; Severely Handicapped

Discussed for teacher educators are approaches to development of teacher training programs which provide teachers with proficiency for instructing severely handicapped children. It is noted that the current issue concerns development of the best services for low functioning children who soon will have access to public education. Terminology for the severely handicapped is explained. Described are recuitment of college students through program components such as a course on mental retardation and exposure to field work, pre-license practicum involvement to help students perform well later as teachers, and a working definition of teaching. Discussed are concepts on instructional competencies that enable teachers to change students in demonstrable ways, and listed are nine categories of competencies such as management techniques for severe behavior problems. Considered for program content is a task analysis approach which involves 10 phases for teaching singular pronoun expressive language responses to 'who-doing' questions. Considered for program method are approaches such as the work of J. Itard and systematic use of principles and procedures. Also considered are two procedures: for teacher selection of materials, and for measurement to acquire evaluative information. In summary it is noted that taxpayers' concerns will be allayed if well trained teachers can elicit demonstrable progress in reading and socializing by the profoundly handicapped. (MC)

ABSTRACT 1994

EC 06 1994 ED 091 880
Publ. Date 73 144p.
LaCrosse, Edward and Others
Meyer Children's Rehabilitation Institute Teaching Program for Young Children.
Nebraska Univ., Omaha. Medical Center.
Office of Child Development (DHEW), Washington, D.C.
EDRS mf,hc
Handicapped Children in Head Start Series

Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091

Descriptors: exceptional child education; multiply handicapped; teaching methods; diagnostic teaching; instructional materials; early childhood education; motor development; self care skills; language development; emotional development; cognitive development; class activities; equipment; daily living skills; guidelines

The prescriptive teaching program for multiply handicapped nursery school children is presented in three manuals: prescriptive teaching, integration of prescriptions into classroom activities; and equipment and materials. Given in the prescriptive teaching manual are directions for assessing a child's strengths and weaknesses in functioning on a skills sequence checklist for the following areas: motor development (locomotor and upright positions skills), self help (fine hand and general skills) language (receptive and expressive skills), emotional development (personal social interaction and body awareness skills), and preacademic development (memory/general information and visual motor perception skills). Additionally offered are instructions for writing prescription cards and lists of prescriptive statements for each area. The next manual contains prescriptions for two children; examples of implementation of the prescriptions in group activities such as snack time, table work, art work, and free play; and listed activities for meeting prescriptions in the five areas. Listed in the third manual with appropriate sources, directions, or illustrations are cross-coded (for each area) commercially available or easily made instructional materials and equipment for the following five skill areas (approximate numbers of materials or equipment are in parentheses): motor equipment such as shoulder straps (64); self help equipment such as commode seat (52); language materials such as puppets (37); social-emotional development materials such as a 'feelie collection' (41); and preacademic materials such as a number sorter (65). (MC)

ABSTRACT 2086

EC 06 2086 ED N.A.
Publ. Date 74 317p.
Hardy, Richard E.; Cull, John G.
Severe Disabilities: Social and Rehabilitation Approaches.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; handicapped children; special health problems; epilepsy; diabetes; diseases; rehabilitation; social adjustment; educational needs; counseling; vocational rehabilitation; Severely Handicapped

Considered in 14 author contributed chapters are social, rehabilitation, and educational aspects of severe disabilities. Chapters focus on the following topics (with sample subtopics in parentheses): rehabilitation counseling and the mentally retarded client, epilepsy (including a successful employment program), the cerebral palsied (including incidence, etiology, and rehabilitation), handicapping speech disorders (including rehabilitation resources, counseling, and adjustment), vocational rehabilitation of the blind and severely visually impaired, rehabilitation of the mentally ill, the spinal cord injured patient, the deaf (including education and integration into the community), the diabetic, rehabilitation and cancer, rehabilitation of persons with rheumatoid arthritis, end stage renal failure--considerations for the rehabilitation counselor, pulmonary disability, and how mechanical assistive devices and adaptive behavior can aid in the rehabilitation of severely disabled persons. (DB)

ABSTRACT 2132

EC 06 2132 ED 091 908
Publ. Date May 74 90p.
Schein, Jerome D., Ed.
Education and Rehabilitation of Deaf Persons with Other Disabilities.
New York Univ., New York. Deafness Research and Training Center.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; multiply handicapped; deaf; rehabilitation; deaf blind; mentally handicapped; minority groups; program descriptions; teacher education; audiology; manual communication; program development; federal legislation

Ten authors contributed chapters focus on the education and rehabilitation of multiply handicapped deaf persons. Considered in readings are the following topics: programs for multiply handicapped deaf children in New York state, a definition of the population of multiply handicapped deaf students and a rationale for the provision of services, a proposed model for preparation of personnel, implementation of the model through the establishment of educational service programs for multiply handicapped deaf children, problems in the audiological assessment of deaf children with other disabilities, the education and rehabilitation of the deaf and mentally retarded individual, a modified manual communication system for deaf blind children, problems of persons who are both deaf and members of ethnic minorities, problems of the severely handicapped deaf--implications for educational programs, and the impact of the Vocational Rehabilitation Act of 1973 on deafness rehabilitation. A bibliography lists approximately 375 references on the multiply handicapped deaf. (DB)

ABSTRACT 2201

EC 06 2201 ED 093 112
Publ. Date 74 9p.
Ottina, John R.
The Federal Commitment to Education for the Handicapped.
EDRS mf,hc
Prepared for the Annual International Convention of The Council for Exceptional Children (52nd, Americana Hotel, New York, New York, April 17, 1974)

Descriptors: exceptional child education; handicapped children; government role; program development; federal aid; federal government; educational trends; Severely Handicapped

Reviewed in the speech by John Ottina, the U.S. Commissioner of Education, are trends in the federal government's role in education for the handicapped and current federally funded projects serving the handicapped. Noted is program growth from subsidies for just two facilities 20 years ago to the current annual budget of $300 million to support education of the estimated seven million handicapped children. It is explained that $190 million goes to the states and another $100 million is used for a model program development in areas such as early childhood education, media development, and teacher training. Described are new federally supported efforts in research such as developing four new curricula for the mentally retarded child, in media such as captioning the ABC evening news, in program development such as establishing 10 centers to serve deaf blind children and, in an emphasis on early childhood programs to identify and remediate disabilities at the preschool level. Future trends in government involvement are seen to include provision of resources to State and local education agencies as they expand services for the severely handicapped, increased support of model preschool projects, model projects specifically designed to serve the severely handicapped, increased emphasis on the gifted and talented, and collection of better data on incidence and educational costs of various handicapping conditions. (DB)

ABSTRACT 2219

EC 06 2219 ED N.A.
Publ. Date May/Jun 74 7p.
Susser, Phyllis
Parents are Partners.
Exceptional Parent; V4 N3 P4-7 May/Jun 1974

Descriptors: multiply handicapped; parent school relationship; parent education; program descriptions; group discussion; exceptional child education; early childhood education; special schools; siblings; grandparents

A family involvement program has been developed at the Pathfinder School, a school for 3- to 7-year-old multiply handicapped brain injured children. The participation of mothers in the classroom, whether in their own child's classroom or another classroom, provides mothers with instruction in training techniques and task analysis. Initial discomfort on the part of teachers to the presence of mothers has been overcome through an emphasis on open communication. Additional supportive services are offered by a mothers' group and a fathers' group. Grandparents have also been attending the parents' groups, and siblings of the handicapped children have been invited to visit the special class. Parents, teachers, and children all appear to be benefiting from the family participation program. (DB)

ABSTRACT 2244

EC 06 2244 ED 093 123
Publ. Date 2 Nov 73 35p
Reynolds, Maynard C.
Criteria in the Public Education of the Severely Handicapped.
EDRS mf,hc
An Address to the Saskatchewan Federation, Council For Exceptional Children, Bessborough Hotel (Saskatoon, November 2, 1973)

Descriptors: exceptional child education; special education; historical reviews; student placement; handicapped children; educational trends; regular class placement; program descriptions; placement; educational needs; Severely Handicapped

Discussed in the speech on criteria in the public education of the severely handicapped are historical developments leading to the current situation, the kinds of developing structures emerging in special education, the question of criteria and its ramifications, and major tasks to be accomplished. Identified are four historical stages in special education from the organization of residential schools in the 19th century, through the development of a few community prototypes in the early 20th century, and the quantitative explosion of services from 1945 to 1970, to the current period which is seen to be one of negotiation for more integration for exceptional children in both the public schools and the community. Stressed is mainstreaming as the dominant historical trend. Described are four local programs to provide support services to regular teachers whose classes include exceptional children. Five criteria for placement are considered which include the instructional decision being made on evidence of advantage for the individual and not on the institutional difficulties associated with placing the child in the mainstream or another particular setting. Finally, the author expresses his preferences for special education which include decategorizing both children and teachers so that the highly competent 'special educator' would receive funding and children would receive individualized instruction based on educational needs rather than handicapping condition. (DB)

ABSTRACT 2250

EC 06 2250 ED 093 129
Publ. Date Feb 74 76p.
Padzensky, Herbert and Others
A Competency Based Design Career Ladder for Instructional Personnel of Individuals Functioning as Moderately and Severely Retarded.
Colorado State Dept. of Institutions, Denver. Div. Of Developmental Disabilities.
Dept. of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; models; performance based teacher education; inservice teacher education; mentally handicapped; conceptual schemes; administration; interagency cooperation; program descriptions; behavioral objectives; program design; program development; teacher evaluation; Colorado; Severely Handicapped

Provided is a competency based career ladder model (developed for Colorado) to enable universities and colleges to improve preservice programs for teachers of the moderately and severely retarded, and to aid state and local agencies in planning meaningful inservice programs. Administration is explained to require cooperation of state groups such as the state department of education and the local agency, and coordination by a central office. Described are the following demensions of the model: the rationale dimension, which deals with the 'product' (student skills to be developed); the job analysis dimension, which comprises prescribed and discretionary activities; the middle management dimension, which is crucial to staff development and motivation; and the growth opportunity dimension, for upward mobility through compensatory planning and training components. Discussed are recommendations for a career ladder model for the state of Colorado. Details of the model are given in the appendix. Listed are responsibilities, duties, prerequisites, and minimum competencies for aide (level I), training assistant (level II), teacher or specialist (level III), and specialist-supervisor/teacher-supervisor (level IV). Specified at each level are performance objectives for the phases of student assessment, program design, program implementation, and program testing. An example of an objective at level III (teacher-specialist) for attaining knowledge of developmental disabilities with emphasis on mental retardation (student assessment phase) is given to be: "teacher can write facts about epidemiological variables." (MC)

ABSTRACT 2305

EC 06 2305 ED N.A.
Publ. Date Mar 74 3p.
Paull, Margaret
Children in the Day Centres.
Special Education: Forward Trends; V1 N1 P21-3 Mar 1974

Descriptors: exceptional child research; cerebral palsy; child care centers; national surveys; statistical data; foreign countries; physically handicapped; Great Britain

Reported are results of a survey of 27 day centers of The Spastics Society in England and Wales. Survey data focused on the following subjects: the number of centers that had registered as schools after the 1970 Education Act; the intellectual level and ages of children in the centers who were predominantly cerebral palsied; numbers of qualified staff members, whether teachers, physiotherapists, speech therapists or occupational therapists; provisions for educational planning and curriculum development; and trends resulting from increasing provision for severely multiply handicapped children by the local educational authorities. (GW)

ABSTRACT 2413

EC 06 2413 ED 093 142
Publ. Date 73 56p.
Joiner, Lee M. and Others
Classes for Doubly Handicapped Children. Final Report.
Teaching and Learning Corp., New York, N. Y.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
Function No. 09-39608

Descriptors: multiply handicapped; physically handicapped; trainable mentally handicapped; special classes; program descriptions; exceptional child education; mentally handicapped; school districts; New York City; Severely Handicapped

Presented is the final report of a 1-year New York City program of 18 special classes for 133 doubly (physically and mentally) handicapped children from 5 to 20 years of age. Noted are criteria for student selection such as IQ below 75, the presence of one or more physical handicaps, and completion of toilet training. It is reported that most pupils selected were from disadvantaged backgrounds. Explained are objectives of the program which included improvement in self help, academic, and social skills; and optimum integration into the larger school program. Discussed are major findings such as administrative difficulties in screening 100% of the children on the waiting list, significant improvement in self help skills by 62% of the children, significant improvement in academic skills by 74% of the children, improvement in social skills by 63% of the students tested, and participation by most of the children in the larger school program. Also provided are recommendations such as the provision of additional staff and equipment, extension of the integration component to more intensively involve pupils with regular class students, and continuation of the program for the 1973-74 school year. (DB)

ABSTRACT 2419

EC 06 2419 ED 094 496
Publ. Date 72 90p.
Crammatte, Alan B., Ed.; Miles, Dorothy S., Ed.
Multiply Disabled Deaf Persons: A Manual for Rehabilitation Counselors.
De Paul Univ., Chicago, Ill.
Social and Rehabilitation Service (DHEW), Washington, D. C. Rehabilitation Services Administration.
EDRS mf,hc
Developed at A Workshop (New Orleans, Louisiana, March 31-April 3, 1968)

Descriptors: exceptional child services; multiply handicapped; rehabilitation; counselor role; aurally handicapped; deaf; mentally handicapped; emotionally disturbed; learning disabilities; vocational rehabilitation; guidelines; identification; diagnostic tests; vocational counseling; job placement; followup studies; Severely Handicapped

The manual for rehabilitation counselors of multiply disabled deaf persons has been developed from a workshop in which vocational counselors discussed stages of the rehabilitation process. Guidelines for the procedures of identification, differential diagnosis, vocational evaluation, placement and follow-up are given for deaf persons also handicapped by mental retardation, emotional disturbance, learning disabilities, or other severe handicaps. A brief description of the rehabilitation process is directed to readers not familiar with the field. Guidelines include such suggestions as using the TOWER system for evaluating work skills, particularly of mentally retarded persons, and being alert for emotional disturbance when school and other records so indicate or when the client's verbal behavior betrays inconsistencies. Also provided are such aids as a flow chart for the identification, assessment and referral of deaf children having difficulty in school, and a checklist for the identification of the atypical deaf adult. Appendixes include a listing of service centers for deaf people, a bibliography on deafness and other disabilities, a listing of psychological tests, and directory of workshop participants. (GW)

ABSTRACT 2471

EC 06 2471 ED 094 527
Publ. Date 24 May 74 24p.
Zimmerman, Ruth E.
A Classroom Program.
Boston Center for Blind Children, Massachusetts.
EDRS mf,hc

Descriptors: exceptional child education; blind; early childhood education; program descriptions; preschool evaluation; multiply handicapped; visually handicapped; early childhood; class activities; teacher role; educational objectives; instructional materials; toys; children's books; records (forms); Boston Center for Blind Children

Operations at the Boston Center for Blind Children's day preschool for visually impaired, multi-handicapped children (3- to 8-years-old) are described. The following stages of evaluation and planning are identified: development of a treatment plan based on performance in the developmental areas of self-help, language, motor skills, socialization, and orientation and mobility; weekly review

of the child's treatment plan of activities; team reevaluation meeting every 16 weeks in which consultants and all staff working with the child discuss his preschool progress. Staff roles are discussed for the head teacher, assistant teachers (one head teacher and two assistants for every six children), student teachers and parents. It is noted that the day preschool classroom resembles most classrooms for normal preschoolers and that standard toys and equipment are used, although an emphasis is placed on toys that encourage fine motor and manipulative skills, on sound producing toys, and on toys that have interesting shapes and textures. Appendixes, which comprise approximately half of the document, include a sample list of educational goals, the educational evaluation procedure of the day preschool (methods and objectives are specified), the preschool schedule, and lists of toys, records, books, and pamphlets. (GW)

ABSTRACT 2581

EC 06 2581 ED N.A.
Publ. Date Spr 74 2p.
Larsson, Nils
Housing the Severely Handicapped: The Fokus Society.
Rehabilitation Digest; V5 N4 P9-10 Spr 1974

Descriptors: exceptional child services; physically handicapped; young adults; adults; flexible facilities; design needs; foreign countries; normalization (handicapped); national programs; Sweden; Fokus Society; Severely Handicapped

The Fokus Society in Sweden is providing severely disabled physically handicapped persons who would normally be confined to institutions with special services and special housing units. Housing units are scattered throughout family apartment buildings close to community facilities and allow disabled persons to use both special and normal facilities to achieve integration. Emphasis is on flexibility, with kitchens and bathrooms being the areas of main concern. Design elements include motor drives for raising and lowering kitchen and bathroom assemblies, balconies, and emergency cords around the walls in each room. The annual cost of a Fokus unit is half that of care in a Swedish nursing home, and the units represent a step toward normalization of the handicapped. Research is being done on use of the units and they are being considered by other countries. (LC)

ABSTRACT 2585

EC 06 2585 ED N.A.
Publ. Date Jul 74 16p.
Milham, Jim and Others
A Program for Mentally-Retarded Deaf Children and Their Families.
Journal of Rehabilitation of the Deaf; V8 N1 P43-58 Jul 1974

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; mentally handicapped; program descriptions; language instruction; family counseling; manual communication; parent education; special education

Examined is a program for mentally retarded deaf children and their families initiated in 1971 at the Harris County Center for the Retarded, Houston, Texas, with emphasis on the language instruction, counseling, and communication programs. The history and background of the program are discussed in terms of staff and facility needs, children's educational needs and family needs. The Language and Conceptual Training Program described uses Manual English, slides, and techniques of modeling, information feedback, and social and concrete reinforcement to establish a functional level acceptable for public educational services for deaf children with normal IQ. Results reported from the program show that 11 of the 12 children have improved language skills and that four are ready for referral to regular public school programs, indicating that they were incorrectly labeled as mentally retarded. Elements of the family counseling program reviewed include the format of evening group meetings of parents and siblings, the recent shift from group to individual sessions, and the goal of developing leadership in parents. Explanation of the Family Communication Training Program focuses on results of a communication evaluation, reasons for selecting Manual English (rather than Ameslan or Siglish), and materials and procedures used. Among impressions noted in connection with the communication project are the need for better standardization of signs and improved provision of audiological assessments and hearing aids. (LC)

ABSTRACT 2697

EC 06 2697 ED N.A.
Publ. Date Aug 74 3p.
Wynkoop, Susanne
The New Look for the Severely Disabled: Creative Partnership in Action—Progress Report on the Cerebral Palsied.
Rehabilitation Literature; V35 N8 P234-6 Aug 1974

Descriptors: exceptional child education; physically handicapped; cerebral palsy; adults; vocational rehabilitation; young adults; program descriptions; vocational schools; skill development; Easter Seal Society

The Office Skills Evaluation and Training Program, developed under the auspices of the Easter Seal Society, is reported to provide training for cerebral palsied (CP) persons (16-to 60-years old) in clerical, secretarial, receptionist, bookkeeping and mechanical office skills. A philosophy of acceptance and public empathy for the CP person, as well as early training for social integration, are thought to be necessary to progra success. Suggested entry criteria for a CP client in the office skills program include sufficient muscular power in one arm to depress a lever without mechanical or electrical aid for an hour at a time, strong motivation and successful rehabilitation, and the ability to arrange to attend a program even if by private transportation. Case studies of two persons whose present employment is a direct result of the office skills program are included. (BA)

ABSTRACT 2762

EC 06 2762 ED N.A.
Publ. Date Sep 74 4p.
Cook, Rose
Sex Education Program Service Model for the Multihandicapped Adult.
Rehabilitation Literature; V35 N9 P264-7 271 Sep 1974

Descriptors: exceptional child education; multiply handicapped; physically handicapped; cerebral palsy; young adults; adults; sex education; group discussion; program descriptions; models

The author discusses sex education program services in a center for cerebral palsied adults and the preparation necessary for implementation of such a program. Described are questions asked and topics discussed in separate group meetings held with adult men, adult women, adolescents, and parents. The benefits of individual counseling are mentioned. Seven components considered necessary for agencies establishing a sex education program are outlined with emphasis on personal awareness, staff training, and parental involvement. (LC)

ABSTRACT 2828

EC 06 2828 ED N.A.
Publ. Date 74 29p.
Evans, Sharon; Denny, Ray M.
Reading Achievement Program for the Moderately and Severely Retarded.
The Interstate Printers and Publishers, Inc., Donville, Illinois 61832 ($1.50).

Descriptors: exceptional child education; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; reading; program descriptions; imitation; word recognition; training techniques; teaching guides; Severely Handicapped

Presented is a reading achievement program for severely and moderately retarded (IQ of 50 or below) individuals which is based on the application of elicitation theory. The program is reported to alternate between the use of verbal control and matching to sample as training procedures. Specific instructions regarding procedures and materials are given for three steps in imitation training and for nineteen steps in word recognition training. A recommended list of 100 words is provided. Appendixes offer program adaptations for children functioning at a level where they do not know how to imitate, quadriplegic students, and students with visual or auditory problems; and additional classroom activities for all students. (GW)

ABSTRACT 2834

EC 06 2834 ED N.A.
Publ. Date 74 6p.
Norton, Larry
Operation Giant Step Program.
Tennessee Department of Mental Health; Greene Valley, Post Office Box 3087, Greenville, Tennessee 37743.

Descriptors: exceptional child education; mentally handicapped; trainable mentall,

handicapped; group living; program descriptions; skill development; daily living skills; Severely Handicapped

A group home for severely retarded individuals, designed to foster household skills and behaviors requisite to community or family placement, is described. It is explained that a small farm has been chosen as the program site to compliment the backgrounds of the 10 original residents. The staff of nine is reported to use behavior modification techniques to train residents in basic farming and household skills. The authors note that upon evaluation on the basis of 200 questions concerning 50 skills, the residents were found to exceed previous estimates of their functioning potential. (GW)

ABSTRACT 2880

EC 06 2880 ED N.A.
Publ. Date 74 261p.
Vicker, Beverly A., Ed.
University Hospital School: 1964-1973. Nonoral Communication System Project.
Iowa University, Campus Publishers, 17 West College, Iowa City, Iowa 52242 ($7.50).

Descriptors: exceptional child education; multiply handicapped; physically handicapped; speech handicapped; language programs; communication (thought transfer); communication skills; program descriptions; hospitalized children; program design; program effectiveness; equipment; case studies; instructional materials; Dysarthria; Nonoral Communication

Five papers comprising the monograph describe a nonoral communication program which evolved from the clinical experiences of speech pathologists and physical therapists with severely dysarthric, physically handicapped children in a hospital school. Explicated are such aspects of nonoral communication as oral speech dysfunction, systems of nonoral communication, nonoral message production with a communication board, and noncommunicative uses of picture and word cards. The inception of the program and subsequent experimental programing are recounted in discussions of frames, language materials, therapy, and case studies. A project evaluation paper reports observations made by the clinical staff as well as modifications in evaluation procedures, communication board and frame design, and programing rationale/procedures which evolved between 1968 and 1973. Examined is the role of the occupational therapist in custom designing communication board frames as it relates to the assessment of physical skills, individual needs, and frame design. An extensive case report is included which illustrates the following areas of communication board programming with a 4-year-old child: speech and language skills prior to programing; program design rationale, content, and materials; presyntactical programing; syntactical programing; index system programming; and parent reports. Appendixes contain sample communication display materials used between 1964 and 1967 and between 1967 and 1973, and communication board display frames. (GW)

ABSTRACT 2909

EC 06 2909 ED N.A.
Publ. Date Apr 74 5p.
Bunch, G.
Educating the Mentally Retarded Deaf Child.
Deficience Mentale/Mental Retardation V23 N2 P24-8 Apr 73

Descriptors: exceptional child education; mentally handicapped; aurally handicapped; deaf; multiply handicapped; program descriptions; special schools; residential schools; hospital schools; educational needs; Ontario, Canada

Services for the education of mentally retarded deaf children in Ontario, Canada are surveyed with specific concern given to the numbers of mentally retarded deaf children and their needs. Information is provided on provincial hospital services and provincial schools for the deaf. A description of the program at the Ontario School for the Deaf in Milton considers the preschool, junior school, senior school, late referrals, residential life, staff qualifications, and student achievements. Two brief case descriptions are cited. (MYS)

ABSTRACT 187

EC 07 0187 ED N.A.
Publ. Date Oct 74 8p.
Sontag, Ed
Special Projects in Personnel Preparation: An Overview of Some Programs Designed to Train Personnel for the Education of Severely Retarded Children.
Education and Training of the Mentally Retarded; V9 N3 P169-76 Oct 1974

Descriptors: trainable mentally handicapped; custodial mentally handicapped; program descriptions; inservice education; inservice teacher education; exceptional child education; mentally handicapped; demonstration projects; Bureau of Education for the Handicapped, Severely Handicapped;

Presented in outline form are seven program descriptions for the severely retarded which are funded by the Division of Personnel Preparation of the Bureau of Education for the Handicapped. Provided for each project are the project title, name of the project director, location, and information on objectives, approach, coordination of activities, and dissemination activities. The following projects are outlined: 'Personnel Training Program for the Education of the Severely Handicapped' (Topeka, Kansas), 'Practice What You Preach' (Lexington, Kentucky), 'A Project for Training Teachers of Severely and Profoundly Handicapped Children in Maryland' (Baltimore, Maryland), 'Competency Training for Teachers' (Monmouth, Oregon), 'A Training Model for Personnel Providing Educational Programs and Services to Severely/Profoundly Multi-Handicapped Children in Pennsylvania (Harrisburg, Pennsylvania), 'Preparation of Personnel in the Education of the Severely Handicapped' (Seattle, Washington), and 'A Graduate Level Training and Information Development Program for Professionals Working with Severely Handicapped Students' (Madison, Wisconsin). (Author)

ABSTRACT 367

EC 07 0367 ED N.A.
Publ. Date 74 288p.
Menolascino, Frank J., Ed.; Pearson, Paul H., Ed.
Beyond the Limits: Innovations in Services for the Severely and Profoundly Retarded.
Special Child Publications, Division of Bernie Straub Publishing Company, 4535 Union Bay Place, Northeast, Seattle, Washington 98105 (6.50).

Descriptors: exceptional child services; exceptional child education; multiply handicapped; mentally handicapped; custodial mentally handicapped; physically handicapped; trend analysis; international programs; national programs; changing attitudes; program planning; program evaluation; innovation; prevention; child development; group living; environmental influences; institutionalized (persons); cooperative programs; regional programs; normalization (handicapped); educational objectives; teacher role; heterogeneous grouping; behavior change; operant conditioning; vocational rehabilitation; universities; community services; parent counseling; national organizations; parent associations; delivery systems; Severely Handicapped; Developmental Disabilities; Eastern Nebraska Community; Office of Retardation (ENCOR);

Presented are 10 papers given at a 1972 conference on innovative services to severely and profoundly mentally handicapped children and adults. K. Grunewald assesses international trends related to prevention, early diagnosis of handicapping conditions, and improved treatment approaches which emphasize developmental stimulation in small heterogeneous groups. The cross-disciplinary, cross-modality approach to services for developmentally disabled persons who have physical handicaps is discussed by U. Haynes, with reference to a program for institutional residents and to a project designed to prevent disabled infants from developing secondary cognitive, physical, social, and emotional disabilities. Described by C. Galloway is the ENCOR (Eastern Nebraska Community Office of Retardation) regional program which is seen to stress educational values such as teacher responsibility. R. Coleman gives examples and illustrations of ENCOR programs, including a developmental maximation unit, and an intergrated early education program. Problems in program implementation are considered by K. Keith and H. Sage, who propose an alternative management system for institutions. P. Pearson focuses on the role of university-affiliated facilities in coordinating research, education, and community services. F. Menolascino reviews stages of parental acceptance of mental retardation and proposes a crisis model which embraces both diagnostic and specific treatment guidelines. He then gives an overview of current major challenges being discussed by the National Association for Retarded Citi-

zens as they relate to service delivery factors, concepts of the developmental model, and normalization. A vignette of an 8-year-old severly handicapped boy, including a description of the child's achievement of a highly normalized life under ENCOR sponsorship, is provided by Coleman. Concluding remarks by Haynes and Grunewald review the conference and offer further elaboration of trends. Photographs and charts are used throughout the publication, and most papers are followed by a list of references. (LH)

ABSTRACT 806

EC 07 0806 ED N.A.
Publ. Date Fal 74 5p.
Banik, Sambhu N.; Mendelson, Martin A.
A Comprehensive Program for Multi-Handicapped, Mentally Retarded Children.
Journal of Special Educators of the Mentally Retarded; V11 N1 P44-9 Fal74

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; early childhood; childhood; program descriptions; hospital schools; music; behavior change; operant conditioning;

Described is a hospital program for approximately 40 multiply handicapped and retarded children ages 1-to 12-years. Discussed are such program components as music activities, individual work with volunteer students, and a consistent operant conditioning approach using a token economy to reward appropriate social, self-care and play behaviors. (CL)

ABSTRACT 1096

EC 07 1096 ED N. A.
Publ. Date Dec 74 8p.
Rubin, Judith; Klineman, Janet
They Opened Our Eyes: The Story of an Exploratory Art Program for Visually-Impaired Multiply-Handicapped Children.
Education of the Visually Handicapped; V6 N4 P106-13 Dec 1974

Descriptors: exceptional child education; multiply handicapped; visually handicapped; mentally handicapped; emotionally disturbed; elementary education; art education; program descriptions; multisensory learning; creative expression;

A 7-week art program for 16 visually impaired multiply handicapped children (5-to-13-years-old) explored their potential for creative growth when given a free choice of materials within a planned learning environment. All student participants were legally blind and, in addition to mental retardation, evidenced other disabilities such as emotional disturbances. During initial interviews, each child was offered a choice of media (such as fingerpaints and wood scraps) and was also asked to respond to tactile stimuli (such as fur and sandpaper) and to auditory stimuli (such as a bell). Responses were rated on a nine-point, 24-item scale which included such dimensions as independence/dependence and flexibility/rigidity. Instructors discovered that the students functioned independently in a free-choice setting; selected preferred materials from those available; demonstrated various kinds of sensory awareness of shape, form and texture; and showed intense sensory-motors pleasure in both process and product. The teachers arranged a physically predictable environment and empathic support and initial motivation. The exploratory art program resulted in increased awareness by instructors of the students' potential abilities and in measurable student gains in such areas as independence, flexibility, and originality. (LH)

ABSTRACT 1200

EC 07 1200 ED 101 502
Publ. Date Dec 72 347p.
Hart, Verna
A Team Teaching Practicum for Teacher Preparation in Multiple Handicaps. Final Report.
George Peabody Coll. for Teachers, Nashville, Tenn. SN Peabody Coll., Nashville, Tenn.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D C.
OEG 0-70-4814
EDRS mf; hc

Descriptors: multiply handicapped; teacher education; team teaching; parent education; practicums; exceptional child research; severely handicapped; elementary education; teacher evaluation; psychologists; student teaching; teacher developed materials; class activities; child development; communication skills; concept formation; self care skills;

Described is a team teaching non-categorical practicum experience for education and psychology students, aides, and parents of multi-handicapped children ages 4- to 13-years. Reviewed are the advantages (such as greater teacher flexibility and increased exposure to other adults) of a clearly defined and organized team teaching approach. Reported are evaluations of the student teacher based on such factors as assessment, programing and teaching skills, as well as participant evaluation of the practicum at its completion and 1 year later. Involvement of parents is detailed, including appended suggestions for counseling and teaching management skills. Ten appendixes comprise more than half the document and include a summary of the characteristics of the classroom children and their disabilities, sample evaluation forms, a discussion of using the Bayley Test with multi-handicapped children, a listing of the insults in the home teaching program, descriptions of staff inservice workshops in Pennsylvania and Florida, illustrations of materials for multi-handicapped children, and a proposal for operant audiometry with difficult to test multi-handicapped children. Also provided is a manual for parents and teachers of severely handicapped children with charts and teaching suggestions for self-help skills (eating, dressing, toileting and grooming), motor development (including body image and balance), and concept and communication skills (nonverbal, pre-verbal and verbal communication). (CL)

ABSTRACT 1998

EC 07 1998 ED 104 090
Publ. Date Nov 74 109p.
Directory, Projects for Severely Handicapped.
Yeshiva Univ., New York, N. Y. Curriculum Research And Development Center in Mental Retardation.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: severely handicapped; directories; program descriptions; abstracts; exceptional child education;

Presented is a directory of 169 projects for severely handicapped persons. Descriptions include title of project, director's name, project address and telephone number, target population, designation of personnel (including teacher, medical personnel, and psychologist) involved in training, project areas (such as staff training, communication and socialization), and a brief abstract. Descriptions are explained to be solicited from a survey of directors of departments of mental retardation and of public and private facilities. Projects are said to be active as of October 1974, and are indexed by training staff, project area, state location, project director and facility title. (CL)

ABSTRACT 2401

EC 07 2401 ED N. A.
Publ. Date Mar 75 7p.
Teaching Research Infant and Child Center: Preschool Program.
Teaching Research Infant and Child Center; V4 N3 P1-7 Mar 75

Descriptors: exceptional child education; disadvantaged youth; economically disadvantaged; handicapped children; severely handicapped; preschool education; program descriptions; diagnostic teaching; teaching methods; volunteers; individualized instruction; Teaching Resource Infant and Child Center;

The newsletter describes the Teaching Research Infant and Child Center Preschool Program (for 30 low income children) and the Teaching Research Preschool for the Handicapped (for moderately and severely handicapped children). Among the program aspects examined are the use of undergraduate students and volunteers in working with individual children on specific instructional tasks, and the teacher's role in overall classroom management and updating the prescriptive programs. Graphed are data for the language, math, motor, and reading achievement of the low income children as well as for the receptive language and toileting progress for the handicapped children. (CL)

ABSTRACT 2883

EC 07 2883 ED N. A.
Publ. Date Sum 75 3p.
Berkan, William
Boarding Homes: A Resource for Handicapped Children and Schools.
Bureau Memorandum; V16 N4 P22-4 Sum 1975

Descriptors: deaf blind; residential programs; state programs; child care; excep-

tional child education; severely handicapped; program descriptions; respite care. Boarding Homes;

Described is Wisconsin's boarding home program for seven deaf blind children. It is explained that children are placed with carefully trained and selected boarding home parents who are instrumental in working with child's natural parents and school. Inservice training is said to provide information as well as group support to the boarding home parents. The use of boarding homes for respite care is discussed. Emphasized is the importance of clear communication between school, boarding home, and natural home. (CL)

ABSTRACT 3008

EC 07 3008 ED N. A.
Publ. Date Ma/Jun75 4p.
Lufburrow, William A.
A New Independence Hall.
Journal of Rehabilitation ; V41 N3 P18-20 36 May/Jun75

Descriptors: exceptional child services, physically handicapped; severely handicapped; adults; group/living; residential programs; program descriptions; normalization (handicapped); Personal Independence;

Described is an apartment complex designed for handicapped (especially wheelchair-bound) adults in Houston. The development of the facility is traced from initial controversy over separate residences for the handicapped, to the formation of a community council and the adaptation of a wing for quadraplegic persons. (CL)

ABSTRACT 3173

EC 07 3173 ED N. A.
Publ. Date 75 16p.
Sears, Paul M.; Bauer, John
Esperanza: A School for Handicapped Children and Youth.
Esperanza Para Nuestros Ninos, Inc., PO Box 12212, Albuquerque, NM 87105
Descriptors: severely handicapped; mentally handicapped; physically handicapped; private schools; program descriptions; parent school relationship; Esperanza Para Neustros Ninos, Inc.; exceptional child education;

Described are the many facets of Esperanza Para Nuestros Ninos, Inc., a parent managed, private, nonprofit school offering training and treatment services for developmentally disabled children and youth and their families in Albuquerque, New Mexico. It is explained that the school serves 94 students (infancy to 21 years) the majority of whom are severely multihandicapped. Dimensions of the program that are considered include staff, classrooms, therapies, homebound program, respite care, services to families, integrated services, documentation, prevocational class, behavior management techniques, evaluation, management, parent participation, and community programs. (GW)

ABSTRACT 3211

EC 07 3211 ED 108446
Publ. Date 73 55p.
Marr, Howard J.
A Model Program for Diversely Handicapped Children (Preschool).
Nevada State Dept. of Education, Carson City.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: severely handicapped; readiness (mental); self care skills; educational programs; normalization (handicapped); exceptional child education; multiply handicapped; kindergarten; demonstration projects; program planning; delivery systems; student teacher ratio; staff role;

Described is a model program for developing the educational readiness and self help skills of severely handicapped kindergarten and preschool children with a wide range of physical, mental, neurological, or sensory deficits. It is explained that the program should provide heterogeneous grouping, individualized instruction, door to door transportation, and parent education. A major program goal is normalizing the child's functioning to facilitate subsequent placement in existing regular or special education classes. Three service delivery levels (optimum, basic, and minimal) are discussed in regard to teacher-pupil ratio, physical plant, materials and equipment, and the roles of supporting staff members (including social workers, psychologists, and occupational and physical therapists). Also considered are problems and solutions experienced by staff members at the Variety School for Special Education (Las Vegas) in such areas as ongoing assessment and the provision of direct and supportive services. Appendixes contain a detailed individual program profile for a student with multiple congenital anomalies and sample questions from a parent attitude and behavior inventory. (LH)

ABSTRACT 3256

EC 07 3256 ED 108451
Publ. Date Jan 75 500p.
Murray, Charles
Project SERCH: Seeking Educational Resources for Children with Handicaps.
Educational Improvement Center, Pitman, N. J.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
New Jersey State Department of Education, Trenton.
EDRS mf;hc

Descriptors: severely handicapped; emotionally disturbed; state programs; educational needs; educational facilities; exceptional child education; deaf blind; multiply handicapped; early childhood education; elementary education; secondary education; identification; Final Reports; Elementary Secondary Education Act Title VI; New Jersey;

Presented is the final report of a Title VI project set up in New Jersey to plan statewide day school facilities to provide sequential educational programs from nursery through grade 12 for severely handicapped children in four categories: deaf, deaf blind, severely emotionally disturbed, and multiply handicapped. It is explained that six regional committees composed of interested citizens were charged with tasks such as identifying the children to be served, determining their educational needs, and offering recommendations concerning physical plant needs and site specifications; and that final reports of six regional planning units were coordinated by a council for presentation to the state board of education. A major portion of the document consists of detailed information on such project aspects as the proceedings of numerous regional and coordinating council meetings, and recommended educational specifications for each of the six regions, including facility and land site checklists, data on incidence of handicapped children, and tables giving program statistics. Appendixes include results of a parent-educator survey about educational goals; and consultant reports on the needs of deaf, emotionally or socially disturbed, and multiply handicapped children. (LH)

ABSTRACT 3541

EC 07 3541 ED N. A.
Publ. Date Fall 75 4p.
Hovey, Steve
Where the Angels View.
Pointer; V20 N1 P93-96

Descriptors: multiply handicapped; class activities; curriculum; exceptional child education; severely handicapped;

Described is a hospital school program for multiply handicapped children aged 6 to 18 years. Briefly mentioned are curriculum components, uses of the school store, emphasis on communication skills, the development of preworkshop skills, coordination with the entire rehabilitation team, the devising of a magnetic letter board, and the teaching of colors, numbers, and letters. (DB)

ABSTRACT 3892

EC 07 3892 ED N. A.
Publ. Date S/Fal75 36p.
Nitzberg, Jerome
A Training Center and Sheltered Workshop as a Social Habilitation Center for Mentally Retarded Adults.
Special Children; V2 N1 P14-49 Sum/Fall 75

Descriptors: exceptional child education; mentally handicapped; multiply handicapped; adults; program descriptions; sheltered workshops; vocational education; job skills; counseling; program effectiveness; social adjustment; therapy; interpersonal competence; vocational adjustment;

Described is a training center and workshop facility for mildly and moderately retarded and multiply handicapped adults. Anecdotes and clients' statements are used to portray the shop's effectiveness in dealing with psychological problems. It is explained that treatment goals are promoted through the work setting's requirements for task persistence, cooperation with others and acceptance of criticism. Recreation and other nonwork activities are said to be program components in addition to job skill training.

group discussions, and individual counseling. Treatment results are considered in terms of work skill (quality and speed) and behavior. (For related information, see EC 07 3893.) (CL)

ABSTRACT 3892

EC 07 3892 ED N. A.
Publ. Date S/Fal75 9p.
O'Shaughnessy, Rita
The Social Committee: A Part of the Therapeutic Milieu.
Special Children; V2 N1 P50-8 Sum/Fall 75

Descriptors: exceptional child education; mentally handicapped; multiply handicapped; adults; interpersonal competence; social development; program descriptions;

Described is the role of a social committee in increasing the interpersonal skills of adult clients in a workshop and training center for the retarded and multiply handicapped. Brief profiles of six committee members are used to explain the individual socialization goals. Reviewed are such group activities as preparing parties for employed former trainees and planning occasions for the clients' own enjoyment. (For related information, see EC 07 3892.) (CL)

ABSTRACT 2002

EC 004 351 ED N.A.
Publ. Date Jul 69 6p.
Mulhern, Thomas; Baumeister, Alfred A.
An Experimental Attempt to Reduce Stereotypy by Reinforcement Procedures.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P69-74 Jul 1969

Descriptors: exceptional child research; mentally handicapped; behavior change; reinforcement; custodial mentally handicapped; operant conditioning; behavior patterns

Stereotyped behavior is defined as a constant repetition of responses that have no apparent adaptive consequences for the organism. The research reported here attempted to reduce this behavior in two severely retarded, brain-damaged subjects. Two experiments were conducted in which reinforcement was made contingent upon sitting still. Discriminative stimuli were provided to inform the subjects that no reinforcement would be forthcoming while they engaged in stereotyped behavior. The overall effect of these treatments was a reliable reduction in the rate of activity for each subject. (Author)

ABSTRACT 2094

EC 004 353 ED N.A.
Publ. Date Jul 69 18p.
Gardner, William I.
Use of Punishment Procedures with the Severely Retarded: A Review.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P85-103 Jul 1969

Descriptors: exceptional child research; mentally handicapped; reinforcement; custodial mentally handicapped; negative reinforcement; research reviews (publications); behavior change; behavior problems; electrical stimuli

Behavior treatment procedures involving aversive consequences have been used with increased frequency in work with the severely and profoundly retarded. Review of these punishment studies suggests a cautious conclusion that such procedures may produce desirable behavior change. In addition, there is some evidence that side effects of negative emotional states and disruption of social relationships are not necessary results of punishment techniques. (Author)

ABSTRACT 14

EC 001 386 ED 016 339
Publ. Date Feb 67 136p.
Crosson, James E.; DeJung, John E.
The Experimental Analysis of Vocational Behavior in Severely Retarded Males.
Oregon University, Eugene;
Fairview Hospital And Training Center, Salem, Oregon
EDRS mf,hc
OEG-32-47-0230-6024
BR-6-8066

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; reinforcement; trainable mentally handicapped; custodial mentally handicapped; residential schools; operant conditioning; positive reinforcement; learning characteristics; activity learning; job training

Working from a population of severely and profoundly retarded residential school patients, an attempt was made to devise an experimental program for training subjects on selected workshop tasks. Task analysis was employed to describe the respective vocational environments and to specify behavioral requirements. Training programs based upon the Skinnerian principles of shaping, operant discrimination, and chaining of responses were then developed. A preliminary study was conducted to determine the response acquisition characteristics of a random sample of 10 subjects. The data suggested that the acquisition of complex chains of over 100 discrete behaviors was reflected in positively accelerated experiential curves. A second study was conducted to test the effects of two reinforcement procedures on the maintenance of the acquired chains, employing two groups of 11 randomly selected subjects. The control group was exposed to relatively low but constant levels of social reinforcement. The experimental group received extrinsic (token) reinforcers delivered in accordance with prescribed schedules. The results suggested that scheduled extrinsic reinforcement maintained higher and more stable rates of vocational behavior than essentially non-contingent social reinforcement. (AA)

ABSTRACT 754

EC 002 314 ED N.A.
Publ. Date May 67 12p.
Hollis, John H.
Development of Perceptual Motor Skills in a Profoundly Retarded Child: Part I, Prosthesis.
Parsons State Hospital And Training Center, Kansas, Bureau Of Child Research;
Kansas University, Lawrence
EDRS not available
NICHHD-00870-03
American Journal Of Mental Deficiency; V71 N6 P941-52 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); reinforcement; operant conditioning; perceptual motor coordination; task performance; conditioned response; behavior change; Lindsley Operant Behavior Equation

To develop simple perceptual motor skills in a severely developmentally institutionalized child, operant behavioral techniques were used. The subject was an 11-year-old girl with a Vineland social quotient of 10 who exhibited no verbal behavior or changes in facial expression and for whom candy or other stimulus objects did not serve as reinforcers. Careful diet control was initiated to insure the feasibility of food as a potential reinforcer. Ogden Lindsley's operant behavioral equation was used to diagram the behavioral analysis; the four components are antecedent event (stimulus), movement (response), arrangement (contingency), and subsequent event (consequence). The operant reflex was prosthesized by building the missing components. Stimulus building accomplished by classical conditioning, response building resulting from external manipulation, and response shaping through differential reinforcement as well as contingency and consequence building comprised the operant component development procedure. The prosthetic techniques successfully taught the child to reach, contact, grasp, and hand the stimulus object to the examiner. Three subsequent experiments were successful in developing high level proficiency on bent-wire and patterned string problems with the subject's right or left hand. Additional data are reported on the effects of contingency and consequence change and of bilateral transfer of training with the same subject. (JM)

ABSTRACT 756

EC 002 316 ED N.A.
Publ. Date May 67 11p.
Hollis, John A.
Development of Perceptual Motor Skills in a Profoundly Retarded Child: Part II, Consequence Change and Transfer.
Parsons State Hospital And Training Center, Kansas, Bureau Of Child Research;
Kansas University, Lawrence
EDRS not available
NICHHD-00870-03
American Journal Of Mental Deficiency; V71 N6 P953-63 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); reinforcement; perceptual motor coordination; transfer of training; skill development; operant conditioning; task performance; eye hand coordination; behavior change; Lindsley's Operant Behavior Equation

An 11-year-old severely retarded girl was shifted from a continuous reinforcement schedule (CRF) to a fixed ratio-40 schedule with little decrement in performance from the CRF baseline. However, satiation and lack of reinforcement resulted in a drop in the subject's performance to near zero. A second experiment tested for bilateral transfer with the four hand-eye combinations. Before training the subject had no motor skill with the left hand; results for the Bent-Wire problems showed near zero transfer from the right to left hand while skill developed with the left hand transferred better than 90% to the right hand. These experiments demonstrated that contingency and consequence change did not reduce a retarded child's perceptual motor performance and that bilateral transfer of perceptual motor skills was

successful when there was an intact operant reflex in the limb. (JM)

ABSTRACT 1579

EC 501 031 ED N.A.
Publ. Date Feb 70 2p.
Musick, James K.; Luckey, Robert E.
Program Profiles: A Token Economy for Moderately and Severely Retarded.
EDRS not available
Mental Retardation; V8 N1 P35-6 Feb 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; program descriptions; operant conditioning; positive reinforcement; institutionalized (persons); trainable mentally handicapped; custodial mentally handicapped

To improve the behavior of those moderately and severely retarded no longer attending classes, a token economy was established at Denton State School. Good behavior was rewarded with social and recreational privileges. Prior to the one-year study, residents frequently complained of illness and exhibited unruly behavior. At its conclusion, students occupied their time constructively, performing chores, attending to personal grooming, and cooperating with superiors. Undesirable behavior and reports of sickness had decreased. Employees gained new respect for their charges and were eager to provide them with enjoyable activities. (Author)

ABSTRACT 2265

EC 501 220 ED N.A.
Publ. Date Apr 70 5p.
Nawas, M. Mike; Braun, Stephen H.
The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part I. Introduction and Initial Phase.
EDRS not available
Mental Retardation; V8 N2 P2-6 Apr 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; operant conditioning; training techniques; trainable mentally handicapped; custodial mentally handicapped; program descriptions

The first of a series of three papers, the article presented in this issue outlines the initial phases of an operant program and the fundamental steps which must be taken to enhance the viability of the program. Papers II and III, which will appear in successive issues, will deal respectively with the application of the specific operant techniques and with the means available for the maintenance, in the absence of concrete reinforcement, of the acquired behaviors. (Author)

ABSTRACT 2502

EC 501 287 ED N.A.
Publ. Date Jun 70 7p.
Nawas, M. Mike; Braun, Stephen H.
The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part II: The Techniques.
EDRS not available
Mental Retardation; V8 N3 P18-24 Jun 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; reinforcement; custodial mentally handicapped, operant conditioning

The second part of the series of three papers on operant techniques, which are the major behavior modification group of procedures, discusses with illustrative research the various operant techniques for increasing the frequency of appropriate behavior and those used for decreasing the frequency of maladaptive or undesirable behaviors. Specifically, the following techniques are discussed: positive reinforcement, avoidance and escape procedures, imitation, extinction, punishment, and time-out. Various parameters of reinforcement, including schedules, amount, and timing, are also discussed. Attention is called to the shortcomings of certain techniques. (Author)

ABSTRACT 2507

EC 501 292 ED N.A.
Publ. Date Jun 70 3p.
Levine, Martin N.; Elliott, Charles B.
Toilet Training for Profoundly Retarded with a Limited Staff.
EDRS not available
Mental Retardation; V8 N3 P48-50 Jun 1970

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; reinforcement; toilet training

One hundred and three profound retardates were toilet trained with limited staff in a ten-week program. Training was facilitated by a ten-hour course in practical applications of behavior modification preceding the project and increased attention by supervisors and professional staff during the project. After the program, a marked reduction of soiled linen and a significant decrease in the frequency of accidental defacations were noted. (Author)

ABSTRACT 2980

EC 006 197 ED N.A.
Publ. Date Sum 70 6p.
Grezzano, Anthony M.
A Group Treatment Approach to Multiple Problem Behaviors of Autistic Children.
EDRS not available
Exceptional Children; V36 N10 P765-70 Sum 1970

Descriptors: exceptional child research; autism; behavior change; group experience; emotionally disturbed

A small group of severely autistic children involved in an exploratory project to determine whether such psychotic children, who had resisted all previous treatment, could be significantly helped. The various steps in the program of reinforcement of adaptive behaviors are described. Results after four years show that severely psychotic children can learn complex, cooperative, social behavior, academic achievement, and self control, and that they can be taught to use language. Major autistic characteristics of aloneness and preservation of sameness or severely aggressive and destructive behavior were no longer displayed. It is concluded that nonprofessionals (high school graduates) can be trained in behavioral approaches and can function competently as therapists for children in a behavior modification group program. (KW)

ABSTRACT 3418

EC 006 370 ED N.A.
Publ. Date Aug 70 5p.
Treffry, Doug And Others
Operant Conditioning of Grooming Behavior of Severely Retarded Girls.
EDRS not available
Mental Retardation; V8 N4 P29-33 Aug 1970

Descriptors: exceptional child research; custodial mentally handicapped; operant conditioning; conditioned response; self care skills; educational methods; females; hygiene; behavior modification

A program was developed so that the regular nursing staff, during their normal, daily routine, could effectively teach severely mentally handicapped girls to wash and dry their hands and faces. The task was broken into twelve steps and each step was taught using positive reinforcement, fading, and time-out punishment. At the start of the program, none of the girls could perform the steps without some physical guidance. By the ninth week, seven of the eleven subjects could perform the tasks without any physical guidance. The value of publishing procedural reports is discussed. (Author)

ABSTRACT 1396

EC 03 1396 ED 046 200
Publ. Date 71 213p.
Buddenhagen, Ronald G.
Establishing Vocal Verbalizations in Mute Mongoloid Children.
EDRS not available
Research Press Company, 2612 North Mattis Street, Champaign, Illinois 61820 ($9.95).

Descriptors: exceptional child education; mongolism; institutionalized (persons); behavior change; verbal operant conditioning; mentally handicapped; voice disorders; mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ABSTRACT 1636

EC 03 1636 ED N.A.
Publ. Date Feb 71 5p.
Paul, Howard A.; Miller, Joel R.

Reduction of Extreme Deviant Behaviors in a Severely Retarded Girl.
EDRS not available
Training School Bulletin; V67 N4 P193-7 Feb 1971

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; positive reinforcement; training techniques; mentally handicapped; time out procedure

A 12-year-old girl who displayed many negative behaviors such as hand biting, chin hitting, disrobing, smearing feces, breaking objects, spitting, etc., was given a treatment program using behavior modification techniques. A combination of reinforcing positive behaviors and using a time out procedure was effective in reducing the deviant behaviors and in shaping more adaptive behaviors. Twenty therapy sessions conducted over a two month period, were sufficient to produce noticeable changes in behavior. Carry over was reported by personnel in cottage and school areas. (Author)

ABSTRACT 1684

EC 03 1684 ED N.A.
Publ. Date Jan 71 6p.
Berkowitz, Samuel And Others
Teaching Self-Feeding Skills to Profound Retardates Using Reinforcement and Fading Procedures.
EDRS not available
Behavior Therapy; V2 N1 P62-7 Jan 1971

Descriptors: exceptional child research; custodial mentally handicapped; self care skills; behavior change; mentally handicapped

Fourteen institutionalized profoundly retarded boys who had never spoon-fed themselves were selected for a behavior modification program focusing on self-feeding. The boys ranged in chronological age from 9 to 17 years and possessed Vineland Social Ages from 1.3 to 1.7 years. The self-feeding task was divided into seven discrete steps, with each succeeding step requiring the child to perform more of the self-feeding process. On the first step the aide, while holding the child's hand with his spoon in his hand, made the entire feeding cycle for the child. With each of the succeeding six steps the aide faded out a portion of her help, until the child was making the entire self-feeding movement without any help from the aide. All 14 boys learned to perform the self-feeding task within periods ranging from 2 to 60 days and 10 of the 14 boys were still feeding themselves 41 months later. Implications for treatment of retardates are discussed. (Author)

ABSTRACT 2599

EC 03 2599 ED N.A.
Publ. Date 71 10p.
Miller, Harold R. and Others
Behavior Modification in a Profoundly Retarded Child: A Case Report.
EDRS not available
Behavior Therapy; V2 N3 P375-84 Jul 1971

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; training techniques; case studies; self care skills; mentally handicapped

Three behavior modification programs used with R, a profoundly retarded 7-year-old boy, are described. The programs developed a self-feeding operant, taught R to respond appropriately to a verbal command and greatly increased his ability to stand without support. Side effects included an apparent increase in R's responsiveness to his environment, and independent mobility by crawling or using a walker. Observational follow-up information indicates that R's behavior gains have been maintained in his home. Questions raised by the training techniques used and suggestions for further research are considered. (Author)

ABSTRACT 2960

EC 03 2960 ED N.A.
Publ. Date Jun 71 5p.
Martin, Garry L. and Others
Operant Conditioning in Dressing Behavior of Severely Retarded Girls.
EDRS not available
Mental Retardation; V9 N3 P27-31 Jun 1971

Descriptors: trainable mentally handicapped; behavior change; self care skills; exceptional child research; mentally handicapped; operant conditioning; females

The article discusses results of procedures used to teach self-dressing to trainable mentally handicapped girls. Eleven girls, aged 7 to 20 years, were entered into the operant conditioning program. Such procedures as putting on a sweater, lacing and tying shoes, and putting on underwear were broken down into steps and administered one at a time. Social reinforcement and token reinforcement were used to stimulate behavior. Improved performance of subjects was noted as generalizing to the ward situation. (CD)

ABSTRACT 289

EC 04 0289 ED N.A.
Publ. Date Nov 71 8p.
Husted, John R. and Others
The Effectiveness of Time-Out in Reducing Maladaptive Behavior of Autistic and Retarded Children.
EDRS not available
Journal of Psychology; V79 N2 P189-96 Nov 1971

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; custodial mentally handicapped; emotionally disturbed; autism; behavior change; operant conditioning; positive reinforcement; aggression; behavior patterns

Four custodial mentally handicapped girls, three of whom displayed obvious autistic behaviors, participated in 14 months of behavior change therapy with time-out from positive reinforcement as the basic procedure. Project goals were stated as reduction of self aggression, reduction of aggression toward others, and reduction of running from living unit. Frequency of undesired behavior patterns was reduced by 98% in the four girls during therapy, but no success was found in generalizing from therapy to everyday behavior patterns. (CB)

ABSTRACT 1048

EC 04 1048 ED N.A.
Publ. Date Jul 71 8p.
Martin, Garry L. and Others
An Operant Analysis of Response Interactions During Meals with Severely Retarded Girls.
EDRS not available
American Journal of Mental Deficiency; V76 N1 P68-75 Jul 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; eating habits; behavior change; reinforcement; self care skills

A program was developed in which undergraduates served as operant conditioners on a short-term basis to treat undesirable mealtime behaviors of four severely retarded, institutionalized girls. The students recorded for each subject the relative frequencies of slopping food, yelling, playing with utensils, and eating with hands. The mechanics of the student participation are described, and data pertinent to the following questions are presented: Is it most efficacious to eliminate slopping by giving social approval for instances of nonslopping, or by presenting a time-out for slopping? How does eliminating slopping affect the relative frequencies of the other undesirable responses for which no specific contingencies were programed? (Author)

ABSTRACT 1983

EC 04 1983 ED N.A.
Publ. Date Jun 72 3p.
Abramson, Edward E.; Wunderlich, Richard A.
Dental Hygiene Training for Retardates: An Application of Behavioral Techniques.
EDRS not available
Mental Retardation; V10 N3 P6-8 Jun 1972

Descriptors: exceptional child research; custodial mentally handicapped; dental health; hygiene; self care skills; mentally handicapped; behavior change; training techniques

Behavioral techniques were used to train nine severely retarded boys to brush their teeth. Discrimination training was used to teach the boys to choose the box that contained their toothbrush and toothpaste. Modeling and reinforcement of successive approximations were used to teach the boys to apply toothpaste to their toothbrush, and to engage in appropriate brushing behaviors. A comparison of pre- and post-program performance yielded highly significant results. Suggestions for using similar techniques to train retardates to perform personal hygiene tasks are offered. (Author)

ABSTRACT 2060

EC 04 2060 ED N.A.
Publ. Date 72 4p.
Lemke, Haru; Mitchell, Robert D.
Controlling the Behavior of a Profoundly Retarded Child.

EDRS not available
American Journal of Occupational Therapy; V26 N5 P261-4 Jul/Aug 1972

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; eating habits; behavior change; operant conditioning; reinforcement

A 12-year-old profoundly retarded, self-abusive and assaultive child who did not feed himself was motivated to feed himself and modify undesirable responses within 8 days. Training took place during mealtime using bites of his meal as a reinforcer. (Author)

ABSTRACT 2535

EC 04 2535 ED N.A.
Publ. Date May 72 10p.
Bry, Peter M.; Nawas, M. Mike
Is Reinforcement Necessary for the Development of a Generalized Imitation Operant in Severely and Profoundly Retarded Children?
EDRS not available
American Journal of Mental Deficiency; V76 N6 P658-67 May 1972

Descriptors: exceptional child research; trainable mentally handicapped; operant conditioning; reinforcement; theories; mentally handicapped; behavior change

Utilizing two severely retarded children, an experiment was conducted to determine if a generalized imitation operant can be developed without extrinsic reinforcement, as the stimulus-stimulus view point argues, or if it is essential as the stimulus-response (S-R) view asserts. The results favored the latter theory, but not without reservations. The experiment was replicated on two profoundly retarded children yielding virtually the same, albeit more pronounced, results supporting the S-R viewpoint. (Author)

ABSTRACT 2467

EC 04 2467 ED N.A.
Publ. Date Sum 72 7p.
O'Brien, F. and Others
Training Profoundly Retarded Children to Stop Crawling.
EDRS not available
Journal of Applied Behavior Analysis; V5 N2 P131-7 Sum 1972

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; transportation; behavior change; early childhood

Many profoundly retarded children continue to crawl even though they can walk. Crawling and walking were viewed as two alternative response modes, both reinforced by movement. Children choose the one mode that is easier and faster for them. A training program was designed to increase the ease and speed of walking relative to that of crawling, and consisted of restraint-for-crawling and priming-of-walking. With the program, four retarded children reduced crawling and began to walk instead. When training was discontinued, two children with moderate walking impairment continued to walk rather than crawl. Two children with severe impairment of walking, however, required the occasional use of the restraint procedure to maintain walking as the dominant mode of locomotion. The program was easily administered, required little time, and was effective for all four children. (Author)

ABSTRACT 2552

EC 04 2552 ED N.A.
Publ. Date Jul 72 6p.
Tramontana, Joseph
Social Versus Edible Rewards as a Function of Intellectual Level and Socioeconomic Class.
EDRS not available
American Journal of Mental Deficiency; V77 N1 P33-8 Jul 1972

Descriptors: exceptional child research; mentally handicapped; lower class; positive rewards; intelligence level; multiply handicapped; disadvantaged youth; socioeconomic status

The relative effectiveness of social rewards, edible rewards, and a no consequence condition was studied by means of a balanced design in which 36 middle class and 36 lower class Caucasian children performed under each of three reward conditions. Within each of these two socioeconomic classes, the subjects were further divided according to intellectual level into three groups (average, mildly retarded, and severely retarded). Social rewards were not significantly less effective for retarded subjects than for average subjects on the marble-dropping task used in the study although there was a trend in that direction. Praise had less reinforcing value than did candy on the performance of the severely retarded subjects but the difference dissipated as intellectual level increased. Candy was the more effective reinforcer regardless of intellectual level. There were no differential reward effects related to socioeconomic class membership. A significant treatment order effect was discussed along with suggestions for an extension of the present study using more discrete socioeconomic groups. (Author)

ABSTRACT 2714

EC 04 2714 ED N.A.
Publ. Date Nov 70 7p.
Das, J. P.
Vigilance and Verbal Conditioning in the Mildly and Severely Retarded.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P253-9 Nov 1970

Descriptors: exceptional child research; mentally handicapped; verbal operant conditioning; attention span; learning processes; educable mentally handicapped; trainable mentally handicapped; visual perception

Mildly and severely retarded institutionalized subjects were given a verbal conditioning task consisting of acquisition and reversal phases, and a simple and a complex vigilance task. The severely retarded subjects were slower in response speed than the mildly retarded group in conditioning. They required a larger number of trials to change from acquisition to reversal phase, and from reversal to a re-acquisition and re-reversal phase; this was attributed to their relative immobility of nervous processes. In vigilance, both groups showed similar trends in decrement as a function of time at task. Severely retarded subjects were inferior to mildly retarded subjects in their performance in complex vigilance. False detections did not follow any consistent pattern of decrement in complex vigilance, which required some theoretical explanation. The most remarkable result was obtained by comparing good and poor performers in one vigilance task on performance in the other vigilance task and in conditioning. A direct variation between proficiency in vigilance and conditioning performances was noticed, as also between the two vigilance tasks. These relations were explained in terms of orienting response, which provided a basic link between vigilance and conditioning. (Author).

ABSTRACT 552

EC 05 0552 ED N.A.
Publ. Date Apr 72 8p.
Brown, Lou and Others
Effects of Consequences on Production Rates of Trainable Retarded and Severely Emotionally Disturbed Students in a Public School Workshop.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P74-81 Apr 1972

Descriptors: exceptional child research; trainable mentally handicapped; emotionally disturbed; job skills; behavior change; mentally handicapped; adolescents; young adults; reinforcement; workshops; public schools

Social praise, production charts, and money were used contingently to increase the production rates of 18 retarded and severly emotionally disturbed adolescents and young adults. Results indicated that the systematic manipulation of such consequences did result in differential increases in productivity. Three students reached production rates expected in competitive employment; six students reached production rates in the competitive sheltered workshop range; and nine students remained in the activity center range (10% of competitive production range). A statistical analysis of parts of data suggested that IQ scores were independent of average production rates. (Author/GW)

ABSTRACT 1649

EC 05 1649 ED N.A.
Publ. Date Mar 73 8p.
Schwartz, Frank
Use of Positive Reinforcement to Attain Proper Walking in a Severely Retarded Child.
EDRS not available
School Applications of Learning Theory; V5 N2 P31-8 Mar 1973

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; trainable mentally handicapped; physically handicapped; young adults; behavior change; operant conditioning; reinforcement; human posture; travel training; equipment utilization

Bent posture and zig-zag walking of a 20-year old severely retarded hydrocephalic girl were improved through use of positive reinforcers. During study sessions, the helmeted S used a walker, with support from a teacher, in attempts to traverse a 60-foot course defined by taped parallel lines. A mercury light device attached to the helmet operated only when the S's head was within 10 degrees of erect position. Baseline data showed a mean number of 3.7 walking deviances (walker or foot on or outside parallel lines) per trial and postural deviances occurring in 80% of time samples. When the S received praise and tokens only for walking performance, walking deviances were reduced to a mean of 0.6, while postural deviances remained high. When the S was praised only for appropriate posture (as indicated by light), walking deviances rose to a mean of 2.0, and postural deviance was reduced to a rate of 40%. When reinforcement was contingent on both walking straight and keeping head up, walking deviances were low and postural deviances stabilized at 40%. The study offered a prototype for teaching two behaviors simultaneously to severely retarded persons. (MC)

ABSTRACT 1859

EC 05 1859 ED N.A.
Publ. Date Jan-Mar 14p.
Grimm, Jeffrey A. and Others
A Problem-Solving Model for Teaching Remedial Arithmetic to Handicapped Young Children.
EDRS not available
Journal of Abnormal Child Psychology; V1 N1 P26-39 Jan-Mar 1973

Descriptors: exceptional child research; multiply handicapped; cerebral palsy; autism; hyperactivity; childhood; problem solving; mathematics; behavior change; operant conditioning; reinforcement; tutoring

Two multiply handicapped boys (a 9-year-old with cerebral palsy and autism, and a hyperactive 7-year-old with motor problems) learned beginning number concepts through application of an operant problem-solving model. During the initial baseline condition, with intermittent teacher attention contingencies in a classroom setting, both boys performed the number concept tasks at about the 50% accuracy level. Institution of a tutor-pupil arrangement with continuous reinforcement for correct responses failed to increase the Ss' accuracy rates. Training was initiated in which the covert part of the response chain was made overt (attending and counting out loud) so that mediating responses could be monitored and reinforced. When the Ss performed at a high degree of accuracy, reinforcers for the mediating responses were systematically eliminated, and only final solution responses were reinforced. Accuracy of problem solutions remained high after training was discontinued. (Author/MC)

ABSTRACT 2150

EC 05 2150 ED N.A.
Publ. Date Sum 73 12p.
Garcia, Eugene and Others
Development of Syntax in a Retarded Girl Using Procedures of Imitation, Reinforcement, and Modeling.
EDRS not available
Journal of Applied Behavior Analysis; V6 N2 P299-310 Sum 1973

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; sentence structure; case studies (education); imitation; reinforcement; models; training techniques; stimulus generalization

Three experiments demonstrated the development and generalized use of a singular and plural declarative sentence in a severely retarded 10-year-old institutionalized girl initially lacking sentence form responses. In each experiment, an adult(s) served as a language model(s), and consequences (sweets) were provided for imitation of the model. During training trials, an item(s) was displayed first to the model(s) then to the subject; the displays were accompanied by requests to label the item(s). Generalization was assessed by a number of probe trials that were periodically interspersed among training trials. During the trials, the subject was requested to label the displayed item(s) without any preceding labelling response from the model. Using the procedures, generalized use of a singular sentence ('That is one---') resulted in Experiment I, and generalized use of a plual sentence ('These are two---') resulted in Experiment II. In experiment III, two models (a singular and a plural sentence model) were made available to the subject but imitation of only one model was reinforced during any one condition. Results indicated the subject labelled probe (genralization) items with the same sentence form that was modelled and reinforced during training trials. (Author)

ABSTRACT 2355

EC 05 2355 ED N.A.
Publ. Date May 73 5p.
Sullivan, June Peel; Batarseh, Gabriel J.
Educational Therapy with the Severely Retarded.
Training School Bulletin; V70 N1 P5-9 May 73

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; childhood; adolescents; institutionalized (persons); educational programs; behavior change; operant conditioning; reinforcement; attention span

Thirty severely retarded children (ages 6 to 19 years) at the Coastal Center in Ladson, South Carolina, were divided into five heterosexual ability groups for 30 minute sessions of educational therapy 5 days per week for 9 months. The program emphasized behavior control and attention span, and utilized behavior modification principles. Marked improvement was found in motor, perceptual, and language skills with transference to self-help skills, socialization, and better use of leisure time in the cottage. (Author/DB)

ABSTRACT 2410

EC 05 2410 ED N.A.
Publ. Date Apr 73 120p.
Foxx, Richard M.; Azrin, Nathan H.
Toilet Training the Retarded: A Rapid Program for Day and Nighttime Independent Toileting.
EDRS not available
Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 ($4.50).

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; self care skills; institutionalized (persons); hygiene; institutional administration; professional personnel; nonprofessional personnel; training techniques; behavior change; operant conditioning; reinforcement; Toilet Training

The manual for professionals and parents gives procedures for daytime and nighttime toilet training of the institutionalized profoundly and severely mentally retarded. Information on daytime toilet training includes a training cycle in case study format, a discussion on effects of soiling on soiler and on staff, strategies (medical examination, cotton training pants with an alarm mechanism, and individual modification programs), and steps in training such as use of graduated guidance and lunch as a reward. Suggested are techniques of self-training (which aims for personal toileting responsibility) to use when a resident refuses to clean up after an accident, goes limp, or refuses a candy reward. The maintenance program is said to promote resident continence through such support as approval for dry pants and staff proficiency in dealing with accidents or intentional bed-wetting. Noted is the need for administrative support for the training program. Toilet training of other populations, such as geriatric patients or retarded children, is covered briefly. Nighttime training emphasizes elimination of bed-wetting with an alarm apparatus which is said to be effective for 90% of the three fourths of residents who wet their beds each night. Discussed are training strategies, staff selection, maintenance, and institutional problems such as night roaming. Included are two training programs for the trainer and 19 procedural tables. A packet of forms contains programs, tables, and tests. (MC)

ABSTRACT 165

EC 06 0165 ED N.A.
Publ, Date Oct 73 4p.
Sklar, Mark J.; Rampulla, Joanne
Decreasing Inappropriate Classroom Behavior of a Multiply Handicapped Blind Student.
EDRS not available
Education of the Visually Handicapped; V5 N3 P71-4 Oct 1973

Descriptors: exceptional child research; multiply handicapped; behavior change; operant conditioning; reinforcement; blind; young adults

A multiply handicapped (blind, learning disabilities, social/emotional problems, and mental retardation) 20-year-old student in a special, public school class was behaviorally reinforced with M & M's, praise, and peer support to reduce inappropriate handclapping behaviors. Results showed that handclapping behavior was virtually eliminated with the token system and that, additionally, fre-

quency of rocking behavior was virtually eliminated upon mere suggestion. (MC)

ABSTRACT 372

EC 06 0372 ED N.A.
Publ. Date Oct 73 3p.
Christian, Walter P. and Others
An Attendant Operated Feeding Program for Severely and Profoundly Retarded Females.
Mental Retardation; V11 N5 P35-7 Oct 1973

Descriptors: females; custodial mentally handicapped; program descriptions; eating habits; training techniques; attendants; exceptional child research; mentally handicapped; adults; behavior change

Twenty-eight severely and profoundly retarded females (mean age 55 years) received basic self-help training in a feeding program in which 10-second time-out from food was contingent upon inappropriate feeding behavior. Attendant participation was a major component of the program. The ward attendant staff gradually assumed complete responsibility for the operation of the program. The mean number of inappropriate eating behaviors went from 24 to 3 behaviors in one group and from 13 to 2 behaviors in a second group of residents as a result of the training program. (Author/DB)

ABSTRACT 599

EC 06 0599 ED N.A.
Publ. Date Jan 74 3p.
Rouse, Bobbye M.; Farb, Joel
Training Adolescents to Use Behavior Modification with the Severely Handicapped.
Exceptional Children; V40 N4 P286-8 Jan 1974

Descriptors: exceptional child research; nonprofessional personnel; training techniques; behavior change; mentally handicapped; trainable mentally handicapped; childhood; senior high school students; operant conditioning; severely handicapped

Thirteen high school students were trained by an undergraduate psychology student daily in 6-hour sessions for one week and subsequently modified behaviors of five severely retarded children. Session topics included mental retardation, behavior modification techniques, data recording and analysis, and programs for specific children. The students' effectiveness was assessed by the multiple baseline method. Data showed an overall mean reliability of 98 percent, thus suggesting that high school students can be trained to use behavior modification to effect significant behavioral changes in severely handicapped children with only minimal supervision. (MC)

ABSTRACT 787

EC 06 0787 ED N.A.
Publ. Date Nov 73 8p.
Azrin, N. H. and Others
Autism Reversal: Eliminating Stereotyped Self-Stimulation of Retarded Individuals.
American Journal of Mental Deficiency; V78 N3 P241-8 Nov 1973

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; operant conditioning; reinforcement; mentally handicapped; trainable mentally handicapped; autism; adults; institutionalized (persons)

The stereotyped, self-stimulating, autistic behavior (such as head weaving or body rocking) of 32 severely of profoundly retarded adults in a state hospital ward was virtually eliminated through nonreinforcement, reinforcement accompanied by praise, reinforcement combined with autism reversal procedures, and only autism reversal procedures. Ward staff members first observed the Ss and prevented self injury; then reinforced performance of activities (such as stringing beads) with smiles, hugs, and candy, reinforced activity performance in addition to insistence that a resident hold the moving body-part in a particular position; and, finally, insisted that the Ss maintain appropriate head, shoulder, hand, and thumb postures instead of head-weaving, body-rocking, hand-gazing, and finger-moving Results indicated that reinforcement reduced self-stimulation by two thirds, and that overcorrection reduced self-stimulation by 95% after two days. (MC)

ABSTRACT 894

EC 06 0894 ED N.A.
Publ. Date Dec 73 3p.
Abbas, K. A.; Donoghue, E. C.
Improving the Children's Play.
Special Education; V62 N4 P35-7 Dec 1973

Descriptors: exceptional child research; custodial mentally handicapped; play; behavior change; operant conditioning; mentally handicapped; childhood; daily living skills

Behavior modification techniques were employed for 20 weeks with six profoundly retarded children (aged between 9 and 13 years) to improve play habits and daily living skills. Initially children were presented with toys individually and reinforced for any positive behaviors. The number of toys used increased from 14% in the second week to 89% in the 13th week. Total time spent playing constructively increased from five hours during the first week to 25 hours during the 13th week. Time out was initially used very frequently but was only sporadically needed after the 10th week. The number of toys thrown and chewing of toys also showed a rapid decline during the program. Followup investigation revealed that the two children who continued in a behavior modification program maintained their improved behavior, though the other four children reverted to most of their earlier undesirable behaviors. (DB)

ABSTRACT 1058

EC 06 1058 ED N.A.
Publ. Date Jan 74 8p.
Ball, Thomas S. and Others
A Special Feeding Technique for Chronic Regurgitation.
American Journal of Mental Deficiency; V78 N4 P486-93 Jan 1974

Descriptors: exceptional child research; custodial mentally handicapped; eating habits; case studies; mentally handicapped; institutionalized (persons); regurgitation

Same-subject experimental designs were employed to compare rates of voluntary regurgitation in two profoundly retarded lay-down patients (aged 6 and 11 years) when fed by a standard institutional and a special feeding method. Experimental controls included times and amounts of food and the rate at which they were fed to the subject. In both cases regurgitation markedly decreased under the special feeding method. With one subject, reversion to the standard method was associated with a lapse into a state of listlessness and apathy from which he recovered when the special method was restored. The common denominator between the special feeding method and other clinical techniques is the promotion of the patient's active participation in the feeding process. (Author)

ABSTRACT 1238

EC 06 1238 ED N.A.
Publ. Date Feb 74 2p
Ausman, James O.; Gaddy, Michael R.
Reinforcement Training for Echolalia: Developing a Repertoire of Appropriate Verbal Responses in an Echolalic Girl.
Mental Retardation; V12 N1 P20-1 Feb 1974

Descriptors: exceptional child research; trainable mentally handicapped; blind; echolalia; behavior change; mentally handicapped; adolescents; operant conditioning; reinforcement

A 17-year-old severely retarded blind echolalic girl who could repeat entire sentences but could not respond appropriately to questions was trained by an evaluator who asked a question softly and stated the response loudly, then repeated the question softly and omitted the answer. The S received a piece of sugar coated cereal and praise for each correct verbal response. After the initial two sets of four questions and responses, the S's correct response level did not fall below 80%. Additionally, the S responded to many questions not included in the training periods. (MC)

ABSTRACT 1240

EC 06 1240 ED N.A.
Publ. Date Feb 1974 4p
Song, A. Y.; Gandhi, R.
An Analysis of Behavior During the Acquisition and Maintenance Phases of Self-Spoon Feeding Skills of Profound Retardates.
Mental Retardation; V12 N1 P25-8 Feb 1974

Descriptors: exceptional child research; custodial mentally handicapped; self help programs; training techniques; behavior change; mentally handicapped; operant conditioning; reinforcement; eating habits

The report describes several problems encountered during the self-feeding skills to a group of four profoundly retarded children 7 to 12 years of age. It is noted that the primary technique used was the 7-step shaping technique with reinforcement and fading procedure. Factors such as maintenance of post-training eating behavior, length of time taken to reach successive steps of training, choice of specific training procedure, use of physical restraints, readiness of the children, and motivating variables for the trainers are discussed. (Author/MC)

ABSTRACT 1585

EC 06 1585 ED N.A.
Publ. Date Apr 74 2p.
Mira, Mary; Hoffman, Sandra
Educational Programing for Multihandicapped Deaf-Blind Children.
Exceptional Children; V40 N7 P513-4 Apr 1974

Descriptors: exceptional child education; deaf blind; behavior change; training techniques; educational needs; multiply handicapped; childhood; effective teaching

Described are problems encountered in training 35 school age deaf blind children. Problems included difficulty in pinpointing educational needs, reducing stereotyped behaviors, finding effective consequences for building or reducing behaviors, and involving parents in skill development at home. It is suggested that teachers of the deaf blind need preparation in multiple disabilities, that each educational target be approached with multiple solutions rather than single procedures, and that education of the deaf blind must begin in infancy. (DB)

ABSTRACT 1634

EC 06 1634 ED N.A.
Publ. Date Sep-Dec 7 9p.
Barton, Elizabeth Spindler
Operant Conditioning of Appropriate and Inappropriate Social Speech in the Profoundly Retarded.
Journal of Mental Deficiency Research; V17 Parts 3&4 P183-91 Sep-Dec 1973

Descriptors: exceptional child research; custodial mentally handicapped; operant conditioning; verbal communication; peer relationship; mentally handicapped; adults; females; behavior change; speech skills

Three profoundly retarded (mean IQ 19) female adults were trained in appropriate and inappropriate social speech using operant conditioning techniques. Ss were isolated with each other and inappropriate verbalization (talking to the reinforcement dispenser) and appropriate speech (talking to each other) were conditioned in a reversal design. However, during the final extinction session the appropriate verbalization rate decreased suggesting that speech had not gained much reinforcement value of its own. Generalization checks showed no generalization from the training situation to a workshop situation where the Ss sat together. (Author/DB)

ABSTRACT 1881

EC 06 1881 ED N.A.
Publ. Date Spr 74 13p.
Garcia, Eugene
The Training and Generalizations of a Conversational Speech Form in Nonverbal Retardates.
Journal of Applied Behavioral Analysis; V7 N1 P137-49 Spr 1974

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; adolescents; training techniques; reinforcement; imitation; language development; transfer of training; verbal operant conditioning

Differential reinforcement and imitation were used with two profoundly retarded adolescents to train three sequential verbal responses associated with the display of a picture and questions related to that picture. Each response consisted of a three-word chain in sentence form; combined with verbal responses from the experimenters, this trained sequence formed a short conversational unit. Three experimenters measured the use of each sentence in settings different than the one in which training took place, and with pictures different than those used during training. Two types of generalization sessions were used: general sessions, during which 10 pictures never used during training were displayed to the subject with reinforcement delivered on a noncontingent basis; and intermixed sessions, during which 10 pictures never used during training were displayed to the subject, but a picture having received training was also displayed, and correct responses to this picture were reinforced on a variable schedule. Both subjects learned the sentences being trained. However, little generalization was evident from this training when all experimenters conducted general probe sessions. Generalization occurred with one experimenter only after that experimenter conducted intermixed probe sessions. Generalization to a third experimenter was then observed without the use of intermixed probe sessions by this third experimenter. (Author)

ABSTRACT 1948

EC 06 1948 ED N.A.
Publ. Date Mar 74 14p.
Foster, S. E.
Use of Behavior Modification Techniques in Behavior Training of Severely and Profoundly Retarded Children.
Slow Learning Child; V21 N1 P24-37 Mar 1974

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; operant conditioning; research reviews (Publications); mentally handicapped; reinforcement; institutional personnel; ethics; environmental influences

Research is reviewed which indicates that behavior modification techniques can be used to lessen debilitative effects of profound retardation in children. Cited are results favoring behavior modification from epidemiological studies by investigators such as A. Kushlick. Perennial problems such as maladaptive behavior are seen by O. Lindsley to be extinguishable with one contingency involving technological innovations such as electronic devices. Training of lower order professionals in operant techniques is the focus of research such as a longitudinal study by J. Tizard, who credits institutional social organization with improved staff behavior and consequent improve child care. It is noted that parents can modify children's behavior after observing reinforcement sessions. The ethics of operant methodology are examined in relation to aversive behavior therapy of O. Lovaas with autistic children, and the need for guidelines proposed by S. Lovibond. Three characteristics of behavioral modification are discussed in terms of objectives, contingencies, and starting point and steps. Contrasted are approaches of F. Menolascino, who aims at acceptable ongoing interpersonal relations, and of O. Lindsley who is concerned with ongoing prosthetic manipulation of the environment. (MC)

ABSTRACT 1951

EC 06 1951 ED N.A.
Publ. Date May 74 3p.
Martin, Jerry A. Iagulli, Diane M.
Elimination of Middle-of-the-Night Tantrums in a Blind, Retarded Child.
Behavior Therapy; V5 N3 P420-2 May 1974

Descriptors: exceptional child research; mentally handicapped; behavior problems; behavior change; training techniques; multiply handicapped; early childhood; behavior patterns

A blind, 4-year-old mentally retarded girl with a long history of middle-of-the night tantrums was admitted to a short-term residential treatment center and treated for 15 days by ignoring the behavior. The treatment failed to eliminate the tantrums. Thereafter, the child was kept awake each evening until midnight, with the result of gradual disappearance of the night-time tantrums. When the child was again put to bed at the normal time (7:30 PM), she was tantrum-free during the night. No remission was observed after the child's return home, or in 3- and 6-month follow-ups. (Author/MC)

ABSTRACT 1965

EC 06 1965 ED N.A.
Publ. Date May 74 4p.
Salzberg, Bernard; Napolitan, James
Holding a Retarded Boy at a Table for 2 Minutes to Reduce Inappropriate Object Contact.
American Journal of Mental Deficiency; V78 N6 P748-51 May 1974

Descriptors: exceptional child research; custodial mentally handicapped; behavior problems; reinforcement; mentally handicapped; childhood; operant conditioning, behavior change; Severely Handicapped

A 12-year-old profoundly retarded boy was held at a table for 2 minutes contingent upon his playing with doors and staring out of windows. This procedure quickly produced substantial response decrements. A single subject reversal design was used, and the same effect was obtained under each of three replications. (Author)

ABSTRACT 2402

EC 06 2402 ED N.A.
Publ. Date Sum 74 14p.
Metzler, Roberta Kagin
The Use of Music as a Reinforcer to Increase Imitative Behavior in Severely and Profoundly Retarded Female Residents.
Journal of Music Therapy; V11 N2 P97-110 Sum 1974

Descriptors: exceptional child research; mentally handicapped; severely handicapped; adolescents; young adults; adults; females; institutionalized (persons); music; reinforcement; imitation; classification

The influence of music as a reinforcer on imitative behavior was tested in 30 severely and profoundly mentally retarded females (16- to 55-years-old) in a residential treatment center. Ss were randomly divided into a group with no music, a group with continuous music, and a group in which music was alternately used as a reinforcer for all sorting responses and for correct sorting responses. No significant difference in imitative or discriminatory behaviors was found which could be attributed to the variable of music. (GW)

ABSTRACT 2705

EC 06 2705 ED N.A.
Publ. Date Aug 74 5p.
Bath, Kent E.; Smith, Stuart A.
An Effective Token Economy Program for MR Adults.
Mental Retardation; V12 N4 P41-5 Aug 1974

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); behavior change; program effectiveness; trainable mentally handicapped; custodial mentally handicapped; operant conditioning; reinforcement; program descriptions; Token Economy

A token economy program used with 45 institutionalized adult mentally retarded females produced increases in desirable behavior and maintained low levels of undesirable behavior when the program was fully intact. It was found, however, that an unplanned period of program disruption (during which time the regular ward attendant was absent) had profound deteriorative effects on the behavior of the residents. The major effect of this inconsistency was a dramatic increase in undesirable behavior, though some decrease in desirable behavior was also observed. (Author)

ABSTRACT 2958

EC 06 2958 ED N.A.
Publ. Date Oct 74 4p.
Leibowitz, J. Michael; Holcer, Paulette
Building and Maintaining Self-Feeding Skills in a Retarded Child.
American Journal of Occupational Therapy; V28 N9 P545-8 Oct 74

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; early childhood; females; echolalia; behavior problems; eating habits; behavior change; operant conditioning; reinforcement; nutrition; self care skills; skill development

Through the use of operant conditioning techniques, an echolalic retarded girl (4 years old) with severe behavior problems was taught to accept an increasing variety and texture of foods while concurrently developing appropriate self-feeding skills. For 3 years the S had existed on a diet consisting mainly of cinnamon toast, bacon, milk, and eggnog. Fifteen working days were required to teach her to self-feed and accept nutritionally balanced meals. Progress in other self-help areas accompanied the acquisition of self-feeding skills, which were still present 5 months after termination of treatment. (Author)

ABSTRACT 2960

EC 06 2960 ED N.A.
Publ. Date Oct 74 10p.
Young, James A.; Wincze, John P.
The Effects of the Reinforcement of Compatible and Incompatible Alternate Behaviors on the Self-Injurious and Related Behaviors of a Profoundly Retarded Female Adult.
Behavior Therapy; V5 N5 P614-23 Oct 74

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; young adults; females; reinforcement; behavior change; operant conditioning; injuries; self control

Effects of the reinforcement of compatible and incompatible alternative behaviors on the self-injurious and related behaviors of a profoundly retarded female adult (21 years old) were compared. S's self injurious behavior included banging her head on the metal rails of a hospital bed and hitting her head with her fists. The reinforcement of a physically compatible target behavior (eye contact with the experimenter) resulted in a systematic increase in this behavior but no decrease in self-injurious behaviors. The reinforcement of a physically incompatible target behavior (sitting erect with hands lowered) also resulted in its increase over baseline level. Under the latter condition, one class of self-injurious behavior increased in frequency while another class decreased. Data indicated that the mere presence of any particular alternative behavior (whether compatible or incompatible) that was effective in obtaining reinforcement was not sufficient in itself to reduce self-injurious behavior. During a final phase of the study, response contingent shock was introduced. The procedure was effective in suppressing the class of self-injurious behavior to which it was applied. Self-injurious behavior which was not punished continued at baseline level. (Author)

ABSTRACT 800

EC 07 0800 ED N.A.
Publ. Date Fal 74 9p.
Walker, James E; Shea, Thomas M.
Individualizing Behavior Modification Interventions in a Day Care Center for the Severely Retarded.
Journal of Special Educators of the Mentally Retarded; V11 N1 P14-22 Fal74

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; childhood; operant conditioning; behavior change; child care centers; program descriptions; case studies;

Behavior Modification techniques were used to manage inappropriate social behavior in a day care center serving 47 retarded (IQ below 50) children 3- to 16-years-old. A seven step implementation program included staff training, establishing individual management programs and teaching behavior modification techniques to the parents. The program was effective as demonstrated by the extinction of tantrums in a 7-year-old and the teaching of task completion to a 16-year-old (CL)

ABSTRACT 823

EC 07 0823 ED N.A.
Publ. Date Win 74 6p.
Azrin, N.H.; Wesolowski, M.D.
Theft Reversal: An Overcorrection Procedure for Eliminating Stealing by Retarded Persons.
Journal of Applied Behavior Analysis; V7 N4 P577-82 Win 1974

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; adults; institutionalized (persons); punishment; behavior change; stealing; socially deviant behavior;

To deal with the problem of stealing among 34 severely and profoundly retarded institutionalized adults, an overcorrection procedure was designed in which the thief was required to give his victim an item identical to the stolen one in addition to returning the stolen item. The procedure was compared with the more commonly used simple correction procedure (restitution) in which the thief is required to return the stolen item. Under the simple correction procedure, an average of 20 thefts per day had been occurring. The overcorrection procedure reduced the thefts by 50% on the first day, by 75% on the second day, and eliminated thefts by the fourth day, after which no further stealing occurred. The overcorrection procedure was a rapid and effective method of eliminating stealing, it provided special consideration for the victim, and it should be applicable to the nonretarded. (Author)

ABSTRACT 1155

EC 07 1155 ED N.A.
Publ. Date Dec 74 7p.
Gallagher, Patricia A.; Heim, Ruth E.
The Classroom Application of Behavior Modification Principles for Multiply Handicapped Blind Students.
New Outlook for the Blind; V68 N10 P447-53 Dec 1974

Descriptors: exceptional child education; multiply handicapped; blind; mentally handicapped; adolescents; behavior change; operant conditioning; travel training; peer relationship; task performance; Token Economy;

A classroom teacher at a residential school for the visually handicapped used behavior modification procedures to improve the social, academic, and mobility skills of three multiply handicapped (blind, mentally retarded) students (11- to 15-years old). The teacher identified and

recorded each student's observable behavior and implemented an individualized modification program while conducting regular classroom activities. In experiment 1, a cooperative token reinforcement technique was effective in promoting the acquisition of appropriate verbalizations between two Ss; in experiment 2, three Ss increased their independent seat work production rate (in activities such as braille writing, and work with a pegboard and a cubarithm) by using a kitchen timer; and praise, feedback, and reinforcement were used to help one S learn independent mobility skills in experiment 3. Results indicated that behavioral principles can be applied to produce appropriate responses and reduce the deviant behavior of multiply handicapped students. (LH)

ABSTRACT 2385

EC 07 2385 ED 105693
Publ. Date Jan 74 64p.
Sigelman, Carol K., Ed.
Behavior Modification in Three Settings. Monograph No. 2.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Social and Rehabilitation Service (DHEW), Washington, D. C.
Texas Tech Univ., Lubbock.
EDRS mf;hc

Descriptors: handicapped children; behavior change; operant conditioning; group living; interpersonal competence; exceptional child education; mentally handicapped; educable mentally handicapped; emotionally disturbed; severely handicapped; community programs; vocational rehabilitation; cooperative programs; daily living skills;

Three conference papers describe the implementation of behavior modification principles with severely handicapped (severely and profoundly retarded) institutionalized children, predelinquent adolescents in a group home, and educable retarded students in a special education secondary program. Discussed in the first paper on a behavioral approach to teaching social skills to the severely handicapped are such basic concepts as behavior measurement, contingent reinforcement, and shaping techniques. A token economy is the model presented in the second paper, dealing with predelinquent boys. Described are program elements including the community relationship, family-style environment, family therapy, and teacher parent training, along with the motivation system's three major components (point system, social reinforcement system, and self- government system). The use of a token economy with educable students in a cooperative special education and vocational rehabilitation program is considered in the final paper. Reviewed are program objectives, the 'open' token economy system, the use of sequenced job instructions as well as the academic program (for junior and senior high levels) and the work activities program (including print laboratory tasks and activities in daily living). (CL)

ABSTRACT 2935

EC 07 2935 ED N. A.
Publ. Date Sum 75 12p.
Gladstone, Bruce W.; Sherman, James A.
Developing Generalized Behavior-Modification Skills in High-School Students Working with Retarded Children.
Journal of Applied Behavior Analysis ; V8 N2 P169-80

Descriptors: custodial mentally handicapped; teaching methods; behavior change; operant conditioning; exceptional child research, tutoring; performance factors; video tape recordings; feedback; positive reinforcement;

Evaluated was the effectiveness of training procedures (videotaped modeling, rehearsal, and corrective feedback and praise) in teaching seven high school students to use generalized behavior modification skills with 14 institutionalized profoundly retarded children. Observers recorded each trainee's ability to use reinforcement, correct verbal instructions, ignoring, and physical prompts, with two different retardates. Results indicated that the high school students' training improved their ability to teach new behaviors to different retardates, suggesting the development of generalized skills in behavior modification. (Author/LH)

ABSTRACT 2937

EC 07 2937 ED N. A.
Publ. Date Spr 75 7p.
Smeets, Paul M.; Striefel, Sebastian
The Effects of Different Reinforcement Conditions on the Test Performance of Multihandicapped Deaf Children.
Journal of Applied Behavior Analysis ; V8 N1 P83-9

Descriptors: deaf; multiply handicapped; reinforcement; testing; performance factors; exceptional child research; aurally handicapped; adolescents; behavior change; operant conditioning; Raven Progressive Matrices;

The test performance of 52 multiply handicapped deaf students (11 to 18 years old) was analyzed to determine the relative effectiveness of four different reinforcement conditions. Ss were divided into four groups and were randomly assigned to one of the following posttest conditions: end-of-session reinforcement, noncontingent reinforcement, delayed reinforcement, and immediate contingent reinforcement. Results indicated that the mean posttest score of Ss tested under the immediate reinforcement condition was significantly higher than that of any other group, and that there were no significant differences among the three other groups on mean posttest scores. (Author/LH)

ABSTRACT 2979

EC 07 2979 ED N. A.
Publ. Date Spr 75 16p.
Reid, Dennis H.; And Others
The Use of Contingent Music in Teaching Social Skills to a Nonverbal, Hyperactive Boy.
Journal of Music Therapy ; V12 N1 P3-18

Descriptors: exceptional child research; multiply handicapped; emotionally disturbed; behavior problems; hyperactivity; retarded speech development; behavior change; operant conditioning; music; therapy; reinforcement; normalization (handicapped); interpersonal competence; Music Therapy;

Three experiments were conducted to determine the effectiveness of contingent music to teach social skills and to control the hyperactive, disruptive behavior of a nonverbal 8 year old boy while he was walking, riding in a car, and learning preacademic skills. Contingent music combined with Ritalin medication was used while teaching socially acceptable car riding, and a remote control device was developed to control the presence or absence of recorded music during the teaching of preacademic skills. Results indicated that contingent music was instrumental in normalizing S's walking and car riding behavior, that the music--Ritalin combination was more effective than Ritalin alone in reducing S's hyperactivity in the car, and that the remote control device was a valid apparatus for rapidly presenting contingent music. (LH)

ABSTRACT 2980

EC 07 2980 ED N. A.
Publ. Date Spr 75 10p.
Dorow, Laura Gilbert
Conditioning Music and Approval as New Reinforcers for Imitative Behavior with the Severely Retarded.
Journal of Music Therapy ; V12 N1 P30-9

Descriptors: exceptional child research; severely handicapped; multiply handicapped; mentally handicapped; custodial mentally handicapped; childhood; adolescents; behavior change; operant conditioning; reinforcement; institutionalized (persons); music; Music Therapy;

Examined with three multiply handicapped severely retarded females (9 to 15 years old) assigned to music therapy classes at a residential training center were the effect of secondary reinforcers on imitative behaviors; the effect of conditioning on approval reinforcement, and approval plus music conditions; and the durability of newly conditioned reinforcers. Three experimental conditions were used: verbal approval (during baseline and treatment); verbal approval plus music (during baseline and treatment); and simultaneous approval, music, and food (during treatment). Results indicated that both approval and music listening can simultaneously be conditioned as reinforcers for imitative behaviors and that, over an extended time period, music and approval will not lose their reinforcing strength when no longer combined with food. (LH)

ABSTRACT 3111

EC 07 3111 ED N. A.
Publ. Date Nov 73 9p.
Borus, Judith F.; And Others
Establishing Imitative Speech Employing Operant Techniques in a Group Setting.

Journal of Speech and Hearing Disorders; V38 N4 P533-541

Descriptors: language handicapped; imitation; language development; group therapy; exceptional child research; multiply handicapped; emotionally disturbed; trainable mentally handicapped; operant conditioning; program effectiveness;

Demonstrated with four severely language deficient boys (7 to 11 years old) was the feasibility of using operant principles in language therapy with a small group of behaviorally disturbed children to develop an imitative verbal repertoire. The children, (two of whom were moderately retarded) were seen as a group in 1 hour sessions, 3 times a week for approximately 6 weeks. The program began with development of desirable behavior (sitting, attention, and eye contact), and proceeded to development of a verbal imitative repertoire in the following sequence: gross motor movements; oral posturing; and vocalizing phonemes, syllables, and words. Among findings were that by the fourth session all Ss were correctly imitating the purely motor activities at a level about the 90th percentile; and that by the 17th session all Ss were imitating words satisfactorily about 80% of the time. Results supported the advantages of group rather than individual therapy for children with similar problems. (LS)

ABSTRACT 3319

EC 07 3319 ED N. A.
Publ. Date Jul 75 9p.
Samaras, Mary Stenning; Ball, Thomas S.
Reinforcement of Cooperation Between Profoundly Retarded Adults.
American Journal of Mental Deficiency; V80 N1 P63-71

Descriptors: custodial mentally handicapped; reinforcement; behavior change; interpersonal relationship; social development; exceptional child research; mentally handicapped; adults; institutionalized (persons); operant conditioning;

An experimental approach to the development and maintenance of cooperation responses in five profoundly retarded institutionalized male adults was evaluated. A single-subject reversal design was used for the major experiment which involved automatic recording of cooperative responses. Within a relatively short period, seven dyads learned independent operation of the cooperation machine. During the first reinforcement period, a high and fairly stable rate of cooperative responding occurred which decreased markedly after several extinction sessions and immediately recovered when reinforcements were reinstituted. The operation of such machines by profoundly retarded Ss resulted in increased social interaction beyond purely mechanistic behavior. (Author)

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